

Not customers, but paying guests: David Jobbins looks at the campaign for a code of practice on OVERSEAS STUDENTS (page 10)

Four legs well, two legs getting better: Peter Aspdren reports from the ROYAL VETERINARY COLLEGE on a comparative approach to human and animal medicine (page 12)

What are the politics of efficiency? Rosamund M. Thomas looks at the impact of CIVIL SERVICE review and reform. Do recent leaks represent a symptom of declining morale? (page 13)



JAMES VI AND I

The beginnings of Britain: Jenny Wormald discusses the reasons for the permanent success of the ANGLO-SCOTTISH UNION, 16.

Letting the fly out of the bottle: Kenneth Minogue reviews a new collection of essays in the PHILOSOPHY OF HISTORY (page 16)

Geology, ecology, planetary rings, agriculture, planning, Spacelab, Los Angeles and South Georgia. Five pages of ENVIRONMENTAL SCIENCES books (pages 22-28).

Home news	1-8
Letters to the editor	2
Don's Diary (Helen Thomas)	4
Party Line (Keith Hampson)	6
Union View (Natthe)	8
Overseas news	9-10
Union View (CAUT)	9
Articles	11-17
Column (Harold Silver)	14
Books	18-26
Noticeboard	27
Classified advertising	28-35

NEXT WEEK

Unfinished symphonies: John Ziman on the social and intellectual organization of science
History books
Alistair Fowler on English studies



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Waiting for Jarratt

The Jarratt report on university efficiency is due to be published at the end of this month. With its publication the niggling divergence of views between the universities and the Department of Education and Science about the significance of the Jarratt inquiry will finally come into the open. The former regard the inquiry as a useful, but limited exercise in good housekeeping; the latter see it as the first skirmish in a long campaign to increase university efficiency and even, in more extravagant moments, as the key to a managerial revolution on the campus.

Both views of Jarratt can be discounted as special pleading of course. Some will compare the universities' eagerness to close the books on Jarratt with the stonewalling of most Whitehall departments when faced with the rather similar Rayner efficiency studies. After all the origins of Jarratt as an in-house Rayner are to be explained by the compromise struck between the vice chancellors and the DES. The former however sceptical of the need for such an efficiency study preferred one under their control to the real red-blooded Rayner thing and the latter had its own reasons for not wanting Rayner but nevertheless did not abandon its ambitions for a far-reaching efficiency inquiry. So it will hardly be surprising if the vice chancellors play down Jarratt.

The DES view can be discounted in similar terms. For the potential of Jarratt offers ministers an all-purpose alibi as the financial integrity of universities continues to be undermined at a steady 1 or 2 per cent a year. It goes something like this: if only universities operated more efficiently they would not feel the pain of this attrition; if the public income could continue to be squeezed, as it must be according to some higher political necessity, but no damage need be caused; the circle could be almost squared.

In fact both characterizations are unfair. The vice chancellors' attitude to Jarratt cannot be dismissed as stonewalling. Most are prepared to accept that the efficiency studies have been valuable - if only in the sense that the DES has provided £250,000 worth of free consultancy that no university could have possibly afforded in present circumstances. On the other side no sensible person in the DES is really prepared to argue seriously that any extra efficiency generated by Jarratt can properly bridge the gap in university income created by the cuts.

Yet the gap between universities

and the Government is considerable - and likely to grow wider after the publication of the Jarratt report. All the signs at present are that Jarratt will broadly approve the universities' present financial practices, although it would be surprising if the report did not mention too the barriers to efficiency set up by the inevitable isolation of independent institutions. Certainly no surprising skeletons seem to have fallen out of any cupboard in the course of the six individual university case studies on which the final report will be based. So the universities will be justified if they claim they have passed the Jarratt test.

Such a conclusion cannot satisfy the DES. Both ministers and civil servants are expecting great things from Jarratt. In the face of what they will almost be obliged to regard as an inadequate and even complacent university response they will make two points. First, they will argue that even if first time round the search for efficiency seems to have produced disappointing savings this underlines the need for a second, and third, round not for calling the search off. In their view the universities are not committed, regardless of the specific conclusions of Jarratt, to the permanent and formal investigation of the scope for greater efficiency in the system. They will want to know what machinery the vice chancellors propose to establish to continue this post-Jarratt search.

Second, they will emphasize the constricting terms of reference within which this initial inquiry had to take place. In effect these excluded all strategic management decisions because they inevitably involved academic judgements, a no-go area for Jarratt, leaving only ad-hoc and bolt-on administration where universities were acknowledged to be careful and efficient operators. So with such narrow terms of reference the universities were bound to be given a fairly clean bill of health. But, more adventurous spirits in the DES will have been shown to have efficient personnel or purchasing procedures it does not mean that their overall operation is efficient in a more catholic sense. To discover that son-of-Jarratt will have to trespass on that academic no-go area.

At one level this ambition is fully justified. The efficiency of universities cannot be properly assessed without investigation of their aims, which must involve some scrutiny of academic judgements. For universities to place all

academic activity under the same embargo is an untenable position. The content of courses, the style of teaching, the conclusions of research do deserve reasonable protection, insulation even, from the oppressive interest of managerially minded non-academics. But institutional ambitions, subject balance, research priorities cannot be regarded as taboo areas in the same way - and these are the areas in which any post-Jarratt efficiency study will be interested. In any case universities will have to keep up to date with the language of performance indicators and all the number-crunching typical of the National Advisory Body's technical and data group which key DES civil servants enjoy so much. It is innocent enough stuff.

At another level this ambition to push beyond Jarratt is more sinister. There are those who seek to use efficiency studies to foment a managerial revolution in universities. They are impatient with the collegiality and constitutionality of university government. They believe that, with only a little exaggeration and incongruity, universities can and should be run like Marks and Spencer or British Telecom. Any protests to the contrary are regarded as the worst kind of special pleading to protect a privileged status quo. There is an intriguing parallel with the National Health Service which is in the middle of implementing the Griffiths report. The main recommendation of Griffiths is that the NHS as a whole, regional health authorities and district health authorities should appoint general managers to run the service.

The open agenda of the whole Jarratt episode is straightforward enough. It seems a polite and even amusing contest between the universities which want to make as little as possible of Jarratt and the DES which wants to make as much of it as possible. Or it is another example of a government with few positive ideas about the future of higher education investing overexpectations in one of the few initiatives which it has encouraged. The hidden agenda is more twisted. Part is pressure from the DES to be allowed to penetrate further into the universities' secret garden, to persuade the universities to play a NAB-style game to make transitory planning easier. But part is an attempt to impose on the universities a managerial counter-revolution with the most profound, and malignant, consequences.

Until then, the universities' scheme to attract research students was the only innovation which might remotely fit Mr Renton's description.

There is no room for complacency, even now, about the effects of the Government's policy. Although Mr Renton quite reasonably claims success for the targeted schemes and underlines the healthier recruitment pattern now found in the universities, he neglects to mention that numbers from the poorer countries are continuing to decline. The Pym package was a (belated) step in the right direction but there is some way to go.

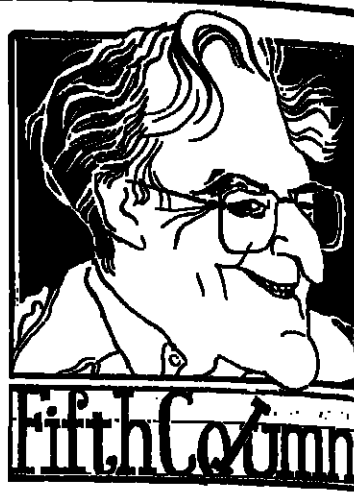
Self-interest not solidarity

The temptation among polytechnic and college lecturers to cast aside their own particular interest in reaching agreement with the local authorities about a new structure for the profession and to throw in their hand with the beleaguered (and badly led) school teachers in a general campaign of work-to-rules and one-day strikes will be very great - especially perhaps in the post-Scargill *Günter* atmosphere when appeals to trade union solidarity will have a particular intensity.

But that temptation should be resisted. The National Association of Teachers in Further and Higher Education is not in the same position

as the school teacher unions despite the unbridled cord of Burnham which appears to connect up their interests. In the schools, employers and unions are wrestling with the intractable issue of the teachers' contract, in the absence of any national agreement on conditions and in an atmosphere still led by the Department of Education and Science's enthusiasm for teacher assessment and Mr Keith Joseph's incautious comment that no money is available to fill the wheels. It is an increasingly bitter contest to establish the basic conditions of professional life, although from very different perspectives.

For Natthe the issue is quite different. Further education already has a national agreement on conditions; the task is to reform it to ensure that colleges can be sufficiently flexible to hang on to Manpower Services Commission work and, rather less urgently, that its rigidity does not inhibit the development of an inevitably quasi-university culture in the polytechnics. Both the local authorities and Natthe have a strong common interest in reaching agreement, however much they preferred solutions may differ. They should not be distracted by calls to trade solidarity by the ineffectual school teachers' unions.



Fifth Column

I see that as a result of successful farming practices in the EEC there is a prospect of the Dutch, already embarrassed by the butter mountains and the wine lake, being overwhelmed by an enormous heap of manure. A serious *embarras de richesses*. It is caused by the rapid growth of pig and poultry farming, and something must be done about it. One possibility is that farmers may be given a manure quota which they must not exceed (the pigs and poultry, that is) on pain of being fined. Another is that great dung-banks will be established - a central one with regional branches. Another is to export the dung to the Middle East, empty oil tankers where it will be much more useful than here in this country where we have quite enough of the stuff already.

It all seems surprising to me because I had thought that we were short of dung and had been guilty for years of denuding a once healthy soil so that we have to enrich it with artificial fertilizers. I was educated in this belief by my father-in-law in Edinburgh, a doctor much ahead of his time in being an enthusiast for healthy foods and natural fertilizers, and therefore thought to be a crank. Having read his journal *Health and the Soil*, we were told to breed which was compost grown, stone-ground and wholemeal - and all the better for it.

His enthusiasm for composting me in the Sheriff Court is a key witness in what came to be known by coarse lawyers by a name which euphemistically meant the Manure Case. The doctor kept a few compost pits in his back garden and one afternoon when he was out of town (presumably inspecting more compost pits) a couple of rough looking men called at the door with a cartload of manure and said the doctor had ordered it.

Being rather class conscious in those days I sent them to the back door, gave them half-a-crown to have a drink and answered the doorbell again to find an angry man asking had I seen his cartload of dung which had been stolen from almost under his nose, if you see what I mean.

The court had moments of hearty good nature and I ended in no doubt of the value of the stuff - for health if not wealth. I also discovered how fascinating compost could be. The compost heaps became very hot, like the thermometers buried in their depths testified. There was no end to the wisdom and wit that were to be got from that.

Inspired by this fascination with dung, I made a few local television programmes later in the North of England about civilization and agriculture (you can't after all have one without the other) and their effect upon the environment.

Television does not flourish upon abstractions and I therefore asked a BBC research worker to find out how long it would take to fill Trafalgar Square if all the sewage in London were to be pumped into it - up to Nelson's feet, which would be quite high enough and not too disrespectful. He reckoned that the square would be filled no less than three times a week. I suppose it's the kind of information that might come in useful some day.

Patrick Nuttgens

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How science organizes itself, 16

Universities face more job cuts

by Ngalo Crequer, David Jobbins and Olga Wojtas

The spectre of compulsory redundancies for academic staff is looming once again as universities prepare to take radical action to deal with the continuing financial squeeze.

A paper prepared for vice chancellors by the Committee of Vice Chancellors and Principals has warned that if salaries and other costs rise above levels provided for in the grant then between now and 1987/88 "a number of universities would be in serious financial difficulties, having used up such reserves as they have available and unable to maintain themselves as viable academic institutions."

It says that taking just the most optimistic prospects of university finance covered in the recent White Paper on Government expenditure, real income is planned to fall over the next three years by nearly 4 per cent.

But these figures do not take account of special commitments such as grant used for redundancy compensation, increased pension payments, capital expenditure and "new blood" money which comes out of the recurrent grant.

A large number of universities are now planning urgent measures to cope with projected deficits. Apart from the continuing erosion of grant they are concerned with the other issues: the gap between actual pay settlements and the amount allowed in grant for them, and the implementation of the selective research policy in 1986/87.

The CVCP paper says: "As no more money is to be made available, this can serve only to accentuate the worsening financial position of those universities which emerge as net losers in the distribution." Even the most favoured institutions may do no more than secure level funding, because of Government assumptions on inflation, it says.

Strathclyde University has warned that, facing continuous cuts in Government funding, it cannot rule out the prospect of compulsory redundancies. A statement says it is having to prepare plans for the next five years which "will inevitably involve further job losses."

Mr David Morrell, Strathclyde's registrar, said the university was "totally averse to the concept of compulsory redundancy," but it would be wrong to say it was entirely confident these could be avoided.

The Association of University Teachers and the non-teaching unions have been holding discussions with Strathclyde on early retirement and voluntary severance, but Mr David Bleiman, regional official for the AUTS, said these had been hampered because they had not yet been given any detailed financial information.

Strathclyde has also warned that it may face cuts in courses and student intake. This has inevitably led to fears within the university that arts and social sciences are at risk.

The senate would shortly be debating where the worst cuts should fall, said Mr Morrell.

At Lancaster University, Mr George Cockburn, university secretary, said it would be impossible to

achieve further substantial savings without a serious deterioration in standards.

At the University of East Anglia all spending authorities are to consider the likely effect of cuts of 2, 3.5 and 5 per cent. Many posts already remain unfilled. Swansea has set up a small working party to plan economies.

The universities' financial difficulties were acknowledged this week by the Association of University Teachers in renewed negotiations on the 1985 salary agreement. Although subject to the 3 per cent cash limit on the pay element of the recurrent grant, the vice chancellors were prepared to make a "final" offer of 4 per cent across the board.

The AUT is seeking a substantial increase to make up for erosion of salary levels together with longer-term structural changes and described the 4 per cent as an "interim" offer on the way to negotiating further improvements.

This was being discounted by the employers, who believe they have gone as far as they can on basic pay this year, although they are drawing up their own proposals on structure for discussion with the AUT.

A 4 per cent rise would bring a lecturer at the top of the scale to £15,522, a senior lecturer to between £14,702 and £18,411, and the professional average to £22,083. It is in line with the increase already rejected by schoolteachers and certain to be turned down by further education lecturers.

The AUT has provisionally fixed a special council meeting for March 27 to discuss whether action is appropriate.

Ministry budget deals second blow to AFRC

by Jon Turney
Science Correspondent

The Agricultural and Food Research Council's planning has been thrown into disarray by as yet unallocated cuts in the research programmes of the Ministry of Agriculture, Fisheries and Food.

The council's secretary, Sir Ralph Riley, said this week the AFRC's new corporate plan for 1985/90 would have to be amended in the middle of 1985 to take account of the £30 million coming off the MAFF's research budget between now and 1987. And he warned the new cuts were likely to mean closing departments of laboratories, or whole institutes, on top of the council's current restructuring programme.

The AFRC's second corporate plan broadly continues the changes outlined in its first five-year plan, published in 1983. But the new document shows the number of jobs lost to achieve the institute reorganizations planned is still rising, from an initial estimate of 800 to 1,200 posts lost by 1987/88. Job losses in 1984/85 alone reached 550, with 100 compulsory redundancies.

Sir Ralph said the changes in institutes proposed in the earlier plan were going ahead on time, with closure and sale of the Locomotive Laboratory and the Wye Research Organization in Oxfordshire, and reconstitution of the National Institute for Research in Dairying at Reading as part of a new Food Research Institute.

Food research is the only real growth area within the council, with a planned rise in spending of 26 per cent

between 1985 and 1990, creating 60 new posts so far. This is at the expense of work on animal disease and crop protection, which the council argues were previously overfunded. Planned spending in other areas is roughly halving taking into account an expected 4 per cent decline in the overall budget by 1990, on official inflation forecasts.

However, none of these figures include the effects of the MAFF cuts. Roughly half the department's £100 million-plus research spending goes on work commissioned from AFRC institutes, and Sir Ralph said he feared the council could lose as much as half its MAFF funding as it has already foregone from changes in allocation of the Department of Education and Science's research money - around £7 million a year.

The distribution of the cuts will be decided by the agriculture minister, Mr Michael Jopling, on advice from the new priorities board for food and agriculture research, set up last year under the chairmanship of Mr Kenneth Durham of Unilever. Until then "we do not know which sectors of research will diminish," Sir Ralph said. The council hopes that the Advisory Board for the Research Councils will persuade the Treasury to permit a payment from the Government's contingency reserves to pay for redundancies likely to follow imposition of the new cuts.

Meanwhile, the AFRC is looking further ahead, with a new group to consider the shape of the council over the next 20 years. And it has set up a new economic panel for agricultural research and development.

League table of autonomy, says Lindop

by Karen Gold

The Lindop inquiry into validation has recommended that a select group of polytechnics be given what is effectively complete academic freedom. The only checks on standards would be external examiners and Her Majesty's Inspectorate.

The committee, set up by Secretary of State for Education and Sciences Sir Keith Joseph to look into validation and standards of public sector higher education, has reached the final draft of its report which will go to Sir Keith next month.

It will recommend splitting polytechnics and colleges into between three and five groups. The top group

would be almost as free as universities, though the report will not recommend that its members be granted charters. It will say that the Secretary of State must decide on the mechanism by which this group is released from the control of the Council for National Academic Awards - implicitly by the legal powers to allow them to award their own degrees but without charters.

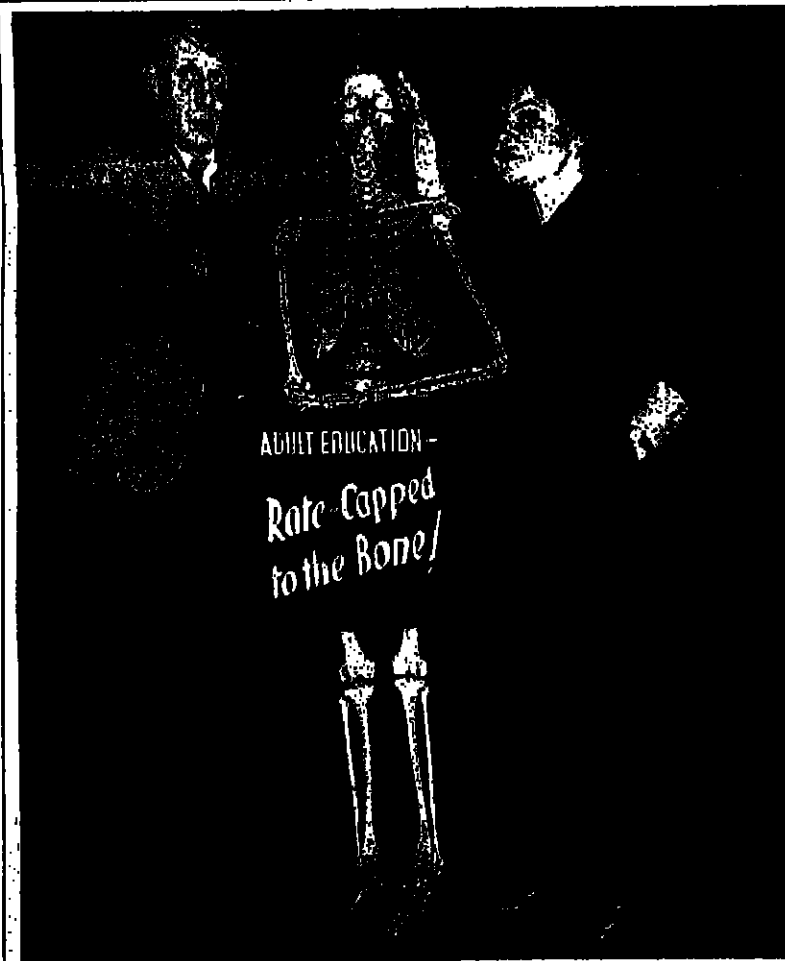
The second group, likely to include other polytechnics and possibly some colleges, would have to stay with the standards committee, the CNAACAA, they would grant CNAACAA degrees with a minimum of interference from outside.

The other groups would have varying degrees of inspection and validation. The CNAACAA will retain a system of visiting committees, but would be substantially streamlined. One of the council's first jobs will be to advise the Secretary of State which institutions should go into which categories.

It is likely to advise that recommendations for safeguards in the external examination system from the Reynolds committee on academic standards in universities should be adopted by them.

Leading polytechnic directors are putting together proposals to the Department of Education and Science for a panel of external examiners.

The panel would have a number of external examiners.



Dr Jonathan Miller and actress Prunella Scales support "The Body in Question" in the City Lit centre for adult studies' campaign to save inner London adult education classes. These will be reduced to the bare bones if Government cuts of over £20 million are put into effect.

Science park head dismissed

The West of Scotland Science Park, a joint venture between Strathclyde and Glasgow universities and the Scottish Development Agency, is racked by a row involving the mysterious dismissal of its manager.

And tenants in the science park say they fear it is being turned into an ordinary industrial estate. They claim that when the park was set up a year ago, it was understood that a management company would be formed to run it, with Dr Colin Bond, the science park's manager, as chief executive.

However, last year the SDA's property division took over the running of the park from the agency's planning

'Too old at 39' woman fights UGC

A 39-year-old woman is challenging the University Grants Committee under the Sex Discrimination Act because it said she was too old for a "new blood" post.

Dr Felicia Huppert applied last year for a new blood job in the department of psychiatry at Cambridge University, to look at the psychology of old age. She was interviewed and the university told her in writing that it would like to appoint her but that the UGC said no on the grounds of age. The job went to someone else. Dr Huppert is suing the UGC and the University of Cambridge as the employer and the case is due to be heard at the end of April.

The age limit for new blood posts is 35 except in special circumstances where there are no "suitable" applicants within the age limit. There is no age limit for information technology posts.

The UGC was strongly criticized when it imposed the age limit for the new blood posts but defended the decision on the ground that the scheme was aimed at the recruitment of young researchers and lecturers and 35 "was as high as was consistent with 'youthfulness'."

Because of the protests they reviewed the policy, examining in particular the situation of women who were at a later stage in their career because of bringing up children, but no changes were made.

Sir Peter Swinnerton-Dyer, chairman of the UGC said this week that Cambridge had consulted an officer of the committee because of Dr Huppert's age. The officer had asked if there was anyone else they were willing to appoint and the university mentioned a 32-year-old woman. The UGC advised that she should get the job.

He said that only two other cases had been referred to him personally; that of a 39-year-old man who had been in the department for 14 years, where he advised against appointment; and a 39-year-old woman, applying for a job in Byzantine epigraphy, where he had advised in favour.

"Keith Joseph made it clear that the purpose of this scheme was to give new PhDs a chance of an academic job. You have had time to take time out to have your children by the age of 35," he said.

New blood allocations, page 7

Letters to the editor

Support for overseas students

Sir, - I would like to challenge the impression given in an article entitled "Minister points to overseas support success" (THESE March 1), reporting the speech of Mr Timothy Renton, junior minister at the Foreign and Commonwealth Office, to the London Conference on Overseas Students.

Welcome though the Government's attempt to reverse the disastrous consequences of its full cost policy was, I cannot agree with the minister's contention that the targeted schemes have achieved their objectives, either in terms of their impact on recruitment or in relation to the stated aid and diplomatic aims of Government.

Certainly they have been successful in terms of cost if the intention was to appear to be generous while in fact providing very little additional net support to overseas students. To take but one example, during 1983/84 the total expenditure on targeted schemes from the FCO diplomatic wing vote

was £10m - a sum exactly equivalent to the additional revenue from the average 8.5 per cent increase in university fees for overseas students. Total income to the universities from full cost fee paying overseas students during 1983/84 was £90.3m - more than twice the total value of the new schemes of support for the whole three years.

In his speech the minister stressed that the Government accepted a moral obligation towards students from developing countries, particularly within the Commonwealth. In the first three years after the introduction of full cost fees, enrolments in higher education from the developing countries dropped by more than 40 per cent and those from the Commonwealth by just under 40 per cent. Since the introduction of the targeted schemes of support there has been an almost negligible (0.8 per cent) increase in enrolments from the Commonwealth.

I would also like to correct the

impression given in the article that "numbers had recovered to 53,000". Numbers continue to drop: from 83,400 in 1979/80 to 54,300 in 1982/83, 53,800 in 1983/84, and to an estimated 53,200 in 1984/85 - the lowest yet. The only increase in overseas student enrolments in 1984/85, the second year of operation of the new schemes, was in the region of 4 per cent, or 1,400 students, and occurred in the university sector. This is explained in part because of the bias of Government schemes of support towards that sector, and in part because of the increase in recruitment initiatives directed at potential private scholars from the Middle and Far East. Enrolment in the maintained sector of advanced further education fell by a further 12 per cent and those in non-advanced further education by a further 4 per cent. Given that the figures quoted for the last two years include "additional" places created by

the new schemes of support, it seems self-evident that the present measures are inadequate to reverse the overall downward trend in overseas student numbers, and it is likely that large scale recruitment in lucrative private markets is the main countervailing factor. Other letters and articles in the same edition of THESE highlighted the dangers of the private market and open competition taking over, so I will not repeat them here.

Despite the minister's highly laudable sentiments, the facts indicate the need for substantial additional provision on a much larger and broader scale than is currently envisaged, if Commonwealth links are to be sustained and diplomatic, aid and cultural objectives met.

Yours faithfully,
GAIL TAYLOR
Executive Secretary,
United Kingdom Council for Overseas Student Affairs.

Too hasty judgement

by John O'Leary

Further cuts in full-time places at polytechnics and colleges are being recommended by the board of the National Advisory Body in an attempt to put its commitment to continuing education into practice.

New information on enrolments in the current academic year persuaded board members that the demand from part-time students had been underestimated in proposals for the NAB's next major planning exercise, for 1987/88. It now appears that part-time courses have met the targets set by the NAB, when it had been thought that they had fallen short by at least 5 per cent.

It had already been agreed that first-year enrolments would have to fall by 5 per cent in 1987/88 in order to protect funding levels. This was to have been achieved by cutting full-time and part-time courses equally, though discriminating between subjects.

Now the board has proposed reducing the cut in part-time numbers to 3 per cent, which will require an additional 1 per cent cut in full-time numbers to balance the books. Some 5,000 first-year places would be lost on full-time and sandwich courses.

As expected, the arts and social sciences bear the brunt of the cuts in the outline plan agreed by the board

last week. Marginal relief for those subjects will result from a decision not to exempt the environmental sciences from the cuts, but it is still calculated that about one in five places will have to go in the programmes which are not prioritized.

Serious doubts were expressed at the board meeting about running down provision in non-vocational subjects, but most members felt they had no choice in the circumstances. There was an overriding determination to prevent funding levels declining further and some optimism that the level of cuts will be reduced in the course of the planning exercise.

Mr John Bevan, the NAB secretary, said this week: "I do not think anybody expects it to emerge quite like that at the other end. We are having to work on current spending forecasts, but there will be two more years of monitoring by the NAB and more expenditure White Papers. This is just a framework at the outset of the planning exercise."

The NAB committee will consider the board's recommendations on March 25, just four days before letters are due to be sent to institutions and local authorities, setting the exercise in motion. The committee was holding an emergency meeting this week to review its advice on distributing a £2.5 million research fund.

New inquiry on plagiarism

Manchester University council has set up a three-person committee to investigate an allegation of plagiarism by a former research student.

The university has been making informal enquiries for about a year and has decided that a *prima facie* case exists, and should therefore be investigated.

The case involves an Iranian student who undertook a PhD in near eastern studies at Manchester. During this time he made use of photocopies of work lodged in the University of Cambridge library. It is understood that the student, who has not been named, will be contesting any allegations made.

Manchester University has been in touch with Trinity College, Cambridge, concerning the case. This week the college did not wish to comment.

The inquiry is being undertaken at the University of Manchester Institute of Science and Technology in the preparation of theses and publications within the department of management sciences, after allegations of plagiarism.

Bradford appoints new chancellor

Mr John Harvey-Jones, chairman of ICI, was this week appointed chancellor of Bradford University. He will be installed in January 1986 and replace Lord Wilson of Rievaulx.

Mr Harvey-Jones, MBE, is vice chairman of the British Institute of Management, vice chairman of the Policy Studies Institute and a member of the Royal Society of Arts.

Science park mystery

continued from front page

and project directorate, reputedly as the result of an internal power struggle within the SDA.

Plans for the management company were axed, and Dr Bond's contract renewed until only May. However, two weeks ago, Dr Bond, who had just returned from giving an address on science parks to a Berlin conference, was given two days to leave.

Mr Sandy Young, managing director of a computer company on the site, says tenants had complete division, since they believed the park was not being seen as an industrial estate, and the SDA unjustifiably blamed Dr Bond for "stirring them up."

An SDA spokesman said Dr Bond's extension to May had not been a written contract, and it felt he should leave "in the best interests of the park."

An SDA review last year had led to a "more positive and dynamic approach" to all its property developments and marketing, and the long term objectives of the science park remained primarily to secure technology transfer from the universities to industry.

The science park was now being handled by the SDA's area manager, he said. The agency had kept the universities fully informed, the spokesman added.

The universities are extremely reticent about the issue, and stress the day to day running of the park is in the SDA's hands.

Local Labour MP Mr Jim Craigie has taken up the issue, and has said he will call for an adjournment debate in the Commons if there is no sign of its being resolved.

College pay talks face breakdown

by David Jobbins

Talks over better pay and the salary structure for college lecturers are balanced on a knife edge and may collapse next week.

The largest union, the National Association of Teachers in Further and Higher Education, is balloting its members on industrial action to be taken in the event of a breakdown and first results are also expected next week. Sanctions to be applied will involve a ban on voluntary duties and no cover for absent lecturers.

A breakdown is all the closer because it could arise on two fronts. First teachers' leaders are angered by their belief that they may have been misled over the likelihood of far-reaching changes in salary structure in time for inclusion in the 1985 pay round.

But Natfhe general secretary Mr Peter Dawson said this week: "We now know a secret decision was taken by Sir Keith Joseph in February that

there would be no new money to resolve matters."

"Given the state of local authority budgets this means there will be no progress on key issues. The Department of Education and Science has sabotaged the negotiations."

Union leaders accept that the local authority negotiations have acted in good faith and are reserving their anger for ministers.

The second crunch will come on Tuesday if the local authorities repeat the 4 per cent offer already made to schoolteachers. A Natfhe spokesperson said the union would be pressing its claim for 20.5 per cent as a step towards restoration of Houghton pay relativities and of 14 per cent would be "unacceptable."

The local authorities are unlikely to be able to meet the other items on Natfhe's shopping list without extra Government money or an element of self-financing.

If the proposals for a single profes-

sional salary grade, discussed in outline by the two sides this week, goes ahead it will meet Natfhe's demand for automatic transfer from the top of the lowest salary grade but that alone will cost about 7 per cent on the salary bill.

The union is also expected to seek an explanation for suggestions that Sir Keith has told the employers that lecturers must work longer hours to finance the single salary scale.

The Professional Association of Teachers, which claims more than 1,000 members in further and higher education, said this week that structural changes should not be rushed. The PAT, which is claiming an 8 per cent increase and wants talks on a no-strike deal, is opposed to a merger of the two lowest grades.

The chairman of its tertiary education committee, Mr Tony Thompson, said: "It would be disinciteful to effort and an expensive way of spending scarce resources which could be better used."

Protest at Soho Poly demolition

by Karen Gold

The Arts Council and the National Theatre are heading protests against plans by the Polytechnic of Central London to demolish one of London's most prestigious fringe theatres, the Soho Poly.

The polytechnic has applied to Westminster City Council for planning permission to demolish and develop part of its west end site, including 16 Riding House Street near Oxford Circus where the Soho Poly occupies two floors.

Protests at the move have been led by Sir Peter Hall, director of the National Theatre, who has written Westminster Council and Mr Luke Rittner, secretary general of the Arts Council.

In a letter to the polytechnic, Mr Rittner writes that the Arts Council had received a written assurance last year from the polytechnic that the Soho Poly had security of tenure for seven years, and had therefore granted £3,000 for improving the theatre's facilities.

"The recent turn of events has come as something of a shock to the council," he writes. "I am sure it does not need to point out to you the contribution that the theatre makes to the life of the polytechnic and the local community."

The Arts Council had funded the theatre, which specializes in encouraging new writers, since 1976 and would be extremely concerned at its demise, he writes, asking the polytechnic to reconsider its application for planning permission.

The polytechnic is understood to be considering an alternative plan to demolish which would involve redeveloping the upper floors of the building but leaving the lower ones and the theatre alone. The theatre's board, which has formally opposed the planning application, is to look at the proposals next week.



The department of occupational therapy at Queen Margaret College in Edinburgh has introduced a course in puppet-making for students who go out to work in hospitals, schools, nurseries, social clubs and homes for the handicapped. Queen Margaret student Julia Freer is seen with a young patient at the Astley Ainslie Hospital in Edinburgh.

Youth proposals criticized

Government plans to reduce youth unemployment, expected to be published this month, have been attacked by Youthaid.

The pressure group on employment says that not only are they damaging but they have all been discussed in Cabinet several times since 1979 and then rejected.

Youthaid points to the proposal to cut supplementary benefits from 16 and 17-year-olds if they do not join the Youth Training Scheme. Such a plan was put forward in the first year of the YTS by Mr Norman Tebbit, then Secretary of State for Employment, but was finally rejected by the Cabinet after public outcry.

In addition Youthaid says the cut in benefits will remove young people's freedom to study part-time while unemployed and limit their chances of finding work. It will also mean creating about 135,000 extra YTS places at short notice, reducing the standard of the scheme.

Similarly Youthaid says the proposal to take young people out of the scope of wages councils, which set minimum rates for almost three million workers, have been discussed in Cabinet at least three occasions since 1979.

Official advice has been that the councils protect vulnerable workers and are not inflationary, and that taking young people out of their scope would be inconsistent with the basic principles of the legislation.

Youthaid is also blaming the Manpower Services Commission for the collapse of Computotech, a commercial training company which went into receivership last month leaving some 100 YTS trainees stranded with no scheme to go to and owed up to three weeks' allowance and expenses.

"Tutors should be aware of the range of traditional and non-traditional career opportunities available to all students. They should encourage girls to consider taking non-traditional courses and should support them when they made their choice," the REU says.

"Even in the information technology computers tend to be regarded as boys' toys, and there are widespread fears that female students are being

PROFESSIONAL ASSOCIATION OF TEACHERS

99 Friar Gate, Derby DE1 1EZ

Tel: DERBY (0332) 372337

PAT provides professional and legal services for lecturers in colleges of all kinds. It is a fully certified trade union.

PAT does not belong to the TUC. It is a condition of membership that applicants undertake never to work for a high level of professional commitment among teachers and lecturers; for the promotion of their interests by the force of argument rather than the argument of force; for the maintenance of a high professional image for the teaching profession.

Membership increased by over 25% in 1984. We continue to grow in all parts of the United Kingdom as 1985 unfolds. We believe that the future of the profession lies in the direction we are taking.

If you wish to consider joining us, write for more information to the following address (no stamp required):

Professional Association of Teachers, Freeport, 99 Friar Gate, Derby DE1 1EZ

Recruitment

Sir, - Having read the leading letter (THESE, March 1) which compared unfavourably many of those engaged in overseas recruitment with a disreputable category of car salesman, I felt sufficiently moved to put the point of view of colleagues, both within my own university and elsewhere, who regard the recruitment of overseas students as an activity stimulated by many motives - only one among which is the financial.

Many British institutions have a long tradition of accepting and welcoming students from overseas. They value the contribution that such students make to the academic, cultural and social life of the university community. They see them as enriching the experience of those who teach them. There is also a belief that Britain should make available the advantages of her own higher education facilities to both developed and developing countries.

The position was changed in 1981 but it should be remembered that this was a change imposed upon the institutions and not sought by them. Many were articulate in their desire to reject the increased "realistic" fees. It does not mean, however, that because the fee level was altered attitudes were altered with it. The same concern for the welfare of the individual student can be maintained even if it goes hand in hand with a greater understanding of marketing techniques. However, a somewhat one may feel at the idea of "selling" higher education. I do not believe that efficient promotion of undergraduate and postgraduate programmes is inherently demeaning. Some things are worthy of the price that they attract.

For many years institutions have operated through the British Council and have shunned the more suspect placement agencies. Many are participating in the new British Council Education Counselling Scheme, and are operating through it in those areas in which it has been established. Many institutions too, as recommended by that scheme, are prepared to make presentations and to give information

on the whole network of further and higher education in Britain. They act in consortia, advise and counsel students and their parents and only move to interview those candidates who have been recommended or who have not yet made their UCCA selection. The fact that recruitment literature is attractively written, or the video films carefully made, or the admission tutors well informed can only act to the advantage of the potential students.

There is a code of good practice, adhered to and extending, which incorporates preparatory and foundation courses taught both overseas and in Britain, close and fruitful academic liaison with universities, polytechnics and colleges abroad, collaborative publications and research proposals, staff exchanges, revision of course options to accommodate the needs and interests of the overseas student, provision of orientation courses and a general heightening of the level of awareness of cultures and concepts beyond our own.

There are procedures to ensure thorough language competence testing, organized, inter alia, through the British Council and to expedite confirmation of funding through financial guarantees.

Of course there are and will be abuses and there are also, unfortunately, a small number of cases where students have been admitted to programmes which, for a number of reasons, they cannot sustain or complete. At the same time many students gain significant benefit from a period in British higher education and many institutions, among them my own, can take real pride in the fact that they can be flexible yet retain standards, can be rigorous without being rigid and can be professional rather than crudely commercial in their marketing.

As one just about to embark on what has been called "something between a package tour and a raid" I can see no reason why academic integrity and financial success need be mutually exclusive.

Yours faithfully,
CHRISTINE H. SHINN,
Senior assistant registrar,
University of Nottingham.

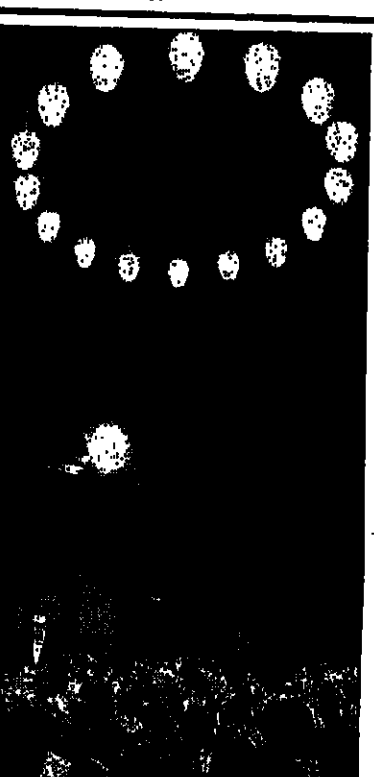
Debatable theory

Sir, - Eric Robinson in his article (March 1) writes of the "Oxford men who have been shocked to notice that 20 years ago the National Union of Students replaced the Oxford Union as the cradle of British politicians".

This is an attractive theory, but is it, in point of fact, actually true? My impression is that though the 1970s it might have looked as though this was happening, parliamentary elections (especially in 1979 and 1983) have returned more MPs of all parties who cut their oratorical teeth in those traditional debating clubs, the union societies of Oxford and Cambridge, than in such bodies as the NUS.

Has he any factual evidence on this? If not, then it would continue to be realistic to advise politically ambitious young people to forego admission to institutions like Lancashire Polytechnic in favour of places at the ancient universities.

Yours faithfully,
JOHN HONEY,
School of Education,
Leicester Polytechnic.



Oxford Union: no longer the cradle of British politicians?

Fully equipped

Sir, - May I provide information additional to that given in Karen Gold's article (THESE, February 22) on the funding for equipment at Kingston Polytechnic for the next financial year. While the Department of Education and Science capital funding for 1983/84 is indeed restricted to just £240,000, the Royal Borough of Kingston is making available monies from other sources to bring the total capital funding for equipment up to £800,000. Furthermore, the polytechnic plans to use £560,000 of its revenue budget for equipment. The full spend on equipment at Kingston Polytechnic in 1983/84 will thus be £1,360,000 or £233 per student, figures which begin to approach the needs of an institution with major commitments in computing, design, engineering and science.

Yours faithfully,
ROBERT SMITH,
Director,
Kingston Polytechnic.

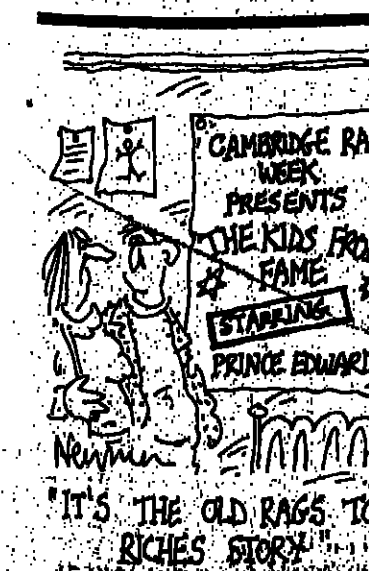
Superannuation

Sir, - May I crave the use of your columns to bring to the attention of certain lecturers in direct grant (or former direct grant) colleges an anomaly which may exist in their pension provision.

The Federated Superannuation System for Universities has recently come to my notice, may still be paid by lecturers in direct grant colleges who were employed before 1971. Due to a flaw in the arrangements made for lecturers in local authority institutions to transfer from FSSU parallel arrangements to the Teachers' Superannuation Scheme, these lecturers may have had no such transfer opportunity.

If any lecturer reading this letter and paying FSSU contributions is affected by this situation (or any administrator is a relevant colleague), we would be pleased to hear from them.

Yours faithfully,
A. J. POINTON,
National Secretary,
Association of Polytechnic Teachers.



IT'S THE OLD RAGS TO RICHES STORY

White Paper

Sir, - From your correspondent's report of my contribution to the recent Society for Research into Higher Education conference (THESE February 1), readers would not be aware that I argued that the White Paper proposals were more inadequate than inappropriate. In "criticizing" the proposals, I suggested that provision for committee structures, crude criteria and formal reporting procedures is a limited approach to, and no guarantee of, "professional partnership" - the conference theme.

Much of my work, and that of colleagues is concerned with practical cooperation with technology, teachers, local education authorities, and advisers in the conduct and evaluation of teacher education programmes. While most of the formal consultative provisions of the White Paper have

been exercised by the professional committees of this college for nearly 10 years, new professional partnership and understanding develops qualitatively through communication and cooperation between those actively involved in teacher education.

My conference contribution was concerned with those qualitative issues, and with how to foster professional partnership based upon common understanding, mutual regard for complementary skills, informed shared experience of the enterprise of teacher education, and with a crucial concern for the quality of pupil and student learning. The emergent structures are means for commenting upon, not achieving, this.

Yours faithfully,
DEREK SHARPLES,
Head of Education and Teaching Studies,
Worcester College of Higher Education.

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DON'S DIARY

MONDAY

Am informed that the "Sloane Ranger" diary of daily events in the latest issue of *Northern Woman* (a sort of glossy *Woman's Own* for well-heeled Ulster females) contains an account of a gathering at the university bookshop to launch a book written by myself and three colleagues. After reading it, my informant smiles. I shall be ashamed to appear in Queen's again. Decide to investigate sometime.

Afternoon spent reviewing a set of essays on the nature of political theory, which a professorial colleague has been unable to do because of pressure of work. A fine collection, I contend, although the authors should come clean and admit that political theory is ideology in fancy dress.

TUESDAY

Blackboards induce in me a form of dyslexia and are usually avoided. Today, however, I venture to draw a graph as a means of illustrating Marx's conception of history. The class collapses in laughter and one student says that I shall never make an economist. Only when I glance back at the board on leaving the room, though, does the reason for merriment become apparent - the graph assumes the shape of a giant phallus.

Ask professorial colleague for address of person for which I have reviewed *The Nature of Political Theory*. Am handed a letter (dated 18 months ago) from the editor, a Catholic priest, who expresses hope that the reviewer will affirm that political philosophy should underpin moral absolutism. Send off the review with little expectation that it will be published.

WEDNESDAY

Today the arts faculty is to vote on a working party's scheme to comply with University Grants Committee instructions by shifting from a four to three-year degree. Several months on a subgroup of the working party have taught me that committee work can be a wholesome exercise in democracy, as well as a dreary bureaucratic wrangle. Rousseau was correct: involvement in participatory structures does encourage individuals to merge their particular interests in the public good. But will faculty acknowledge that our proposals embody the general will?

Responses to a preliminary questionnaire indicate that opposition can be expected. One individual, a latter-day Platonic philosopher-king, refused to answer the questionnaire, arguing that "it is not what faculty agree that counts, but what is right in the circumstances that matters." In the event, faculty endorses our proposals by an overwhelming majority. And even the Platonic's remarks have not been wasted; they are now incorporated into a continuous assessment question for political thought students.

Return from faculty meeting to confer with professorial colleague who is anxious about the appointment of a new deputy chancellor. Sprinkled among the internal candidates are one or two opportunists and nincompoops and my colleague is inclined to inform the selection committee of the inadequacy of particular applicant. I counsel that:

the best way to stop a candidate is by drawing up a petition of support for a rival.

There is one outstanding contender for the job: a good scholar with a sharp mind who, although progressive in his sentiments, is unlikely to follow current fashion by transforming Queen's into a microcosm of a free-enterprise Thatcherite society. There has been too much talk in recent years of "managerial interest" and of the desirability of rewarding departments according to their entrepreneurial initiative. My colleague decides to set the ball rolling and I leave him flipping through the telephone directory.

Take visiting drink in a pub from which I once saw friends emerge in scorched and tattered clothes, and where, on another occasion, a bomb exploded as I walked past. Reassure him that violence is now less indiscriminate. We talk instead of another kind of social upheaval because he knows Abbie Hoffman. Jerry Rubin and other cultural revolutionaries of the 1960s. A moment for nostalgia - "Where were you in May 1968?" - so forth.

THURSDAY

Opportunity to make a few more alterations to a manuscript. The revisions have been requested by the general editor of the series in which the book is to be published. He also happens to be a regular columnist for *The Times*, and I have a message for him: "I've developed a love-hate attitude towards you, Bernard, during the last couple of months. You are a wise man, and most of your suggestions are eminently sensible. But, Jesus, you're making me sweat."

Prepare dinner for a colleague from the Republic who is here to give a paper at the Institute of Irish Studies. We reflect on the small number of southern students who come to northern institutions, and wonder whether the publication of the Williams report will serve to improve matters.

FRIDAY

A day free from teaching, but nevertheless busy and productive. A colleague (bred in the Welsh valleys) collects my weekly subscription for a striking miners and we brood about the possible consequences of what seems to be the inevitable collapse of the strike. Then to work: proofs of A level exam papers are corrected; references written; essays marked; university exam papers set. Informed by professorial colleague that our crown prince for the vice chancellorship has heard about the plan for a petition on his behalf. Although appreciative, he prefers the campaign to be halted. Perhaps, I believe, a person of integrity, he believes the selection committee should freely determine the relative merits of the various candidates. He may think, too, that only eccentric, troublemakers and lefties might sign the petition, and that would be the kiss of death. If so, he underestimates the broad current running in his favour.

Eventually pluck up courage to visit the university bookshop which has a copy of *Northern Woman*. The relevant section begins: "Dr E. leading light of *Political Ideology*, was as originally dressed as ever." Rather odd because I had made an effort to look respectable and unusually, was complete with tie. On the whole, however, a flattering place which confirmed the suspicion that my informant had been teasing. And it did trigger a thought: "Sloane Ranger" can compile a diary of daily events, why shouldn't a don do the same? Decide to sleep on it.

Robert Eccleshall

The author is senior lecturer in politics at Queen's University, Belfast.

Labour slow to back NUS

by David Jobbins

Student leaders are disappointed that a House of Commons motion aimed at countering pressure for voluntary student union membership has attracted little support among Labour MPs.

While a Conservative early day motion calling for voluntary membership has been signed by 100 backbenchers, an amendment tabled by Labour's higher education spokesman, Mr Andrew Bennett, has only five signatures.

Embarrassingly, 18 Labour MPs have signed a hard left amendment in the name of Dennis Skinner, MP for Bolsover, which expresses satisfaction that unions are "using their influence and money to support the National Union of Mineworkers in its fight against the Tory dole queue which gives no freedom of choice to more than one million young people under the age of 25".

By contrast the "official" Labour amendment is couched in moderate terms and is designed to attract the middle ground. In particular it draws attention to student unions' sporting, recreational, welfare and representational functions on behalf of all students.

There was some disagreement among Labour MPs on whether to table an amendment at all. Mr Bennett regards the support for the Conservative motion largely a response to lobbying by the Federation of Conservative Students.

But Mr Phil Woolas, president of the National Union of Students, who has already written to all Conservative backbenchers setting out the union's case, is understood to have approached key backbenchers on both sides of the House to persuade them to



This week's nose-to-nose confrontation between Mr Neil Kinnock and a pro-miners demonstrator overshadowed the Labour Leader's visit to Haringey College in North London to gauge the likely effects of ratecapping. The student was one of three who took part in a small demonstration at the college and threw a tomato at Mr Kinnock. Mr Brenda Remington, and issued with a formal warning.

sign the motion.

However Labour leaders accept that the chances are minimal that Conservatives who support the status quo will sign. Ministers have said that the issue is under active review and informal preliminary approaches are being made to "higher education interests" on the possibilities of curbing excesses.

● The number of postgraduate awards

fell by 5 per cent from 15,500 to 14,600 in 1982/83, according to the Department of Education and Science. This place against an increase in new student awards to 137,900, despite a small drop for university first degrees.

● Oxford University students are heading what they admit is a tough year for Mr Clive Ponting.

Unions fear hard line on research pay

Unions believe the Department of Health and Social Security is to take a new hard line on funding salary deals for research workers which exceed the 3 per cent pay limit.

New clauses have been inserted in research contracts awarded by the DHSS to limit any revisions requested by contract holders to inflation, stating that cases for extra money, for promotion or pay rises must be agreed with the department.

A DHSS spokesman denied there was a policy to restrict pay awards, and said cases would be determined on their merits.

But the Association of University Teachers, which represents many researchers on DHSS and other contracts believes the changes make a change in policy and has formally asked for a statement setting out the true position and complaining at lack of consultation.

The AUT regards the salary awards as a policy on universities, and adds they are Government-approved.

Mr John Askor, the AUT's deputy general secretary, said: "A situation in which Government departments do not meet nationally agreed salary awards is completely unacceptable."

"These staff are already underpaid in comparison with industry and there will be considerable anger if Government departments were to wash their hands of their responsibilities."

The DHSS is said to consider this move as bridging sponsored research into line with existing practice in the research units. But the AUT says that such a move would be a national pay agreement.

In 1983 there were instances of the DHSS refusing to implement a national agreement with an upward shift of the qualifying salary for higher pay. After pressure from the AUT and vice chancellors, the SERC backed down.

The scheme involves 20 male prisoners and is being paid for by the Irish justice department at the rate of £287 a year for each prisoner. This is similar to the fee paid by students on special schemes for English speakers in Belgium.

The programme is an extension of one already existing for prisoners in England and Northern Ireland, where some 100 inmates from the Maze prison are studying OU courses.

In the Irish Republic, the prisoners are located in four jails - 16 in Portlaoine, eight in Arbour Hill, four in Cork and one in Mountjoy.

The prisoners are being visited by a former OU tutor who now lives in the

Huddersfield hit by budget wrangle

by Karen Gold

Huddersfield Polytechnic is to receive only half of the money it has been allocated for capital and equipment spending because the rest is being held back by the local education authority.

Central government's allocation to Huddersfield for capital and equipment spending for 1985/86 was £1,257,000. But the Kirklees education committee, which this week was due to approve a budget taking it deep into Government spending penalties, is to hand over only £626,000. The rest will be kept for capital spending in the authority's education budget.

Polytechnic director Mr Ken Durand was visiting the Department of Education and Science this week, and was expected to protest against the authority's decision. A delegation from the polytechnic went to the authority when the decision was taken but failed to persuade it to change its mind.

Mr Peter Davies, director of educational services for Kirklees, said that in previous years, particularly 1982/83,

the polytechnic had received more than the total advanced and non-advanced further education allocation from central government to the polytechnic. In addition Kirklees was giving the polytechnic another £300,000 from its capital receipts, so the money it was losing was £200,000 rather than £600,000.

The bulk of the central grant was earmarked for equipment. Kirklees equipment allocation for 1985/86 was £950,000. But there were a number of planned building projects at the polytechnic which might be jeopardized, including renovations to the chemistry building which have already started.

Kirklees and Huddersfield Polytechnics have a history of acrimonious disputes over money. The polytechnic is virtually the sole provider of advanced further education in the authority, and relationships at one stage were so bad that an independent report on them was commissioned from Sir Frank Layfield, but never delivered.

North London poly to bear brunt of ILEA cuts

The Polytechnic of North London will bear the brunt of higher education cuts under calculations based on the Inner London Education Authority's plan for 1985-86 budget.

The authority met yesterday to consider a budget which would involve savings of around £35 million and draw on reserves of up to £45 million in order to reach the spending and rate-capping targets imposed by central government.

The five ILEA polytechnics share of the savings is understood to be a cut of at least £4 million in the "topping up" sum that the authority gives them. But following a decision by the authority's further and higher education sub-committee last year that topping up should be distributed on a points in favour of women, mature, part-time and non-traditionally qualified students, the money would move away from PNL and Thames Polytechnics towards City, Central London and South Bank polytechnics.

The PNL's financial problems are exacerbated by its reduced income from the advanced further education pool for 1985/86 - a 0.1 per cent increase in funding (effectively a cut after inflation) - and its reduction in student numbers in social sciences.

ILEA's polytechnic directors are to have discussions with the authority about adjusting the topping up formula in order to protect PNL in the knowledge that the £2-3 million each receives in extra cash is likely to disappear in the next few years.

"The ILEA budget was considered this week so the authority could meet its legal obligation to set a budget with the Greater London Council by March 10. It would bridge the gap between the product of the rate permitted by Sir Keith Joseph, the Secretary of State for Education and Science, of £877.7 million and the proposed ILEA budget of £957 million by making savings of around £35 million and using up to £45 million of reserves. The ILEA and GLC are still involved in legal action against the Government's rate-capping legislation."

A loans scheme with gradual repayment by graduates who obtain incomes above an agreed minimum level would in the long run provide more resources for education in the future, and would reduce some of the "inequitable features" of the present system, he says. In Scotland, figures indicate that middle class families send their children to university (compared with many students to university) compared

Industry's flair famine

by Jon Turney
Science Correspondent

Higher education is the bottleneck which could impede British industry in the 1990s, according to Mr David Baldwin, managing director of computer manufacturers Hewlett Packard.

Mr Baldwin was speaking at an industrial forum on the future of high technology in the UK in Reading last week, organized by Reading University, the Confederation of British Industry and the Institute of Directors.

He said Britain faced a shortage of 10,000 skilled graduates over the next five years, not simply scientists, but people with entrepreneurial flair. And while there was a need for action in schools, higher education was the main problem.

Mr Baldwin, a member of the Department of Trade and Industry's committees on skill shortages under Mr John Butcher, said it was essential to convince the Government to increase funding for universities, or to rebalance educational priorities. The problem could not wait any longer.

He also called for tax concessions to encourage firms to give equipment to universities, and for closer links between business schools and industry. Mr Baldwin also argued that the Government should establish a Ministry of Technology, to build a national consensus on the future needs of information technology. "If we really want a technology-based industry, we must encourage and recognize a new technological elite," he said.

The DTI is still discussing a range of schemes for the "switch" from arts to science places in higher education with the Department of Education and Science. Latest indications are the DTI may be moving toward a cash contribution to enhanced education and training schemes for information technology. Details are expected to emerge after the Budget on March 19, before the Butcher committee produces its final report.

Professor Derek Smith, chairman of the University Directors of Industrial Liaison, told the Reading meeting that recent improvements in university links with industry had only involved individuals. "There is little sign of a forthright move in the direction of senior university administrators," he said. This was strange as many of the top administrators came from industry in the first place.

He called for the establishment of new technology development management companies, to fund the development work needed to tailor new inventions to the market.

Opening out

The Open University has opened one of its regional study centres in the main central library in Chesterfield. East Midlands remains the only OU region to take its services and counselling into the community.

'Strong case' for loans

by Olga Wojtas
Scottish Correspondent

There is a strong case in principle for replacing part of the student grant system by loans, according to a Strathclyde University economist.

Dr David Williams, writing in the university's Fraser of Allander Institute quarterly economic commentary, says there is a danger that discussion on student finance will be confused by the quite distinct objective of reducing the numbers of students able to attend university. It is quite possible to design a loan programme which will increase opportunities for students from low income families.

Dr Williams says there is no intrinsic reason why opinion on loans should be divided on orthodox political lines, with the "right" supporting loans and the "left" supporting grants.

A loans scheme with gradual repayment by graduates who obtain incomes above an agreed minimum level would in the long run provide more resources for education in the future, and would reduce some of the "inequitable features" of the present system, he says. In Scotland, figures indicate that middle class families send their children to university (compared with many students to university) compared

Sir Keith makes WEA pledge

by Huw Richards

Sir Keith Joseph, the Secretary of State for Education, has promised the Workers' Education Association he will review cuts in their grants if they can attract more students to their courses.

Sir Keith was speaking to a one-day WEA conference at South Bank Polytechnic in London called to discuss the association's future after the Department of Education and Science's decision to cut their grant by 8½ per cent over the next three years.

He said: "All I am asking you to do is place your fees in a flexible way at levels people can afford. You still provide bargains for those who can't afford pay, and charge those who are better off what they can afford. If you succeed so well that those who can't afford it are drowned by those who can, my door is open."

The audience of about 250 to 300 were not entirely convinced by Sir Keith's arguments, however. WEA vice-president Elizabeth Markham

told him: "WEA classes are not neatly divided between the wellheeled and the others. Large numbers can afford only a modest fee, but can't subsidize others."

South east area secretary Bernard Hull said that WEA groups had also suffered from cuts in grants from university extramural departments and local education authorities. "My district has lost £30,000 of a £200,000 budget in the last six years. We have priority work to do, particularly with the unemployed, which is being undermined. Most unemployed people want to do the normal courses, not special classes, and we don't want to treat them as a special group. They are the same as everybody else, apart from not having a job," he said.

Sir Keith said he was glad to look at ways in which special courses for the unemployed could be integrated into WEA work. He invited the association to come and discuss this with him at the DES.

WEA general secretary Robert Lochrie, concluding the session, attacked the "effective student hours" formula by which the fixed DES grant is divided between districts according to the number of students and courses. "Sir Keith talks about marketing and entrepreneurialism. But the only way a WEA district can improve its funding under this system with its fixed pool of money is at the expense of the others. What does the country do for entrepreneurialism? Nothing could be more disastrous for a voluntary agency," he said.

He was also critical of the DES's recent attitude to the WEA. "You have had a massive WEA submission in your department since June 1984, and the only response we've had is a 1½-page letter."

"We are happy to be accountable and work in partnership with the DES and we want to sit down and discuss these issues with you. But how can you do that with a department that doesn't even answer its mail?" he asked Sir Keith.

Hall fees up faster than grants

University and college hall fees are still rising faster than student grants, according to the latest survey by the National Union of Students.

Students are now spending about four-fifths of their term-time grant on accommodation and food, the union claims.

Fees for 1984/85 increased by an average of 4.9 per cent over the previous year (8.2 per cent in London). But the figures disguise a far steeper increase for self-catering accommodation in London, which rose by almost 11 per cent with the greatest change in universities (1.36 per cent) and public sector colleges other than polytechnics (16.1 per cent).

The average student in accommodation with full board is now paying £48.57 a week at a London university, £45.93 at a London polytechnic. Outside London the weekly terms are £37.74 for a university and £40.72 at a polytechnic.

Self-catering ranges from £17.05 a week at a polytechnic outside London to £22.64 for a London university student.

Since 1979 the average increase in hall fees has been a "staggering" 74 per cent, according to the NUS, which points out that grants have gone up by only 39 per cent.

Accommodation with full board has almost doubled in cost in public sector institutions, while it has increased by 63 per cent in the universities. For self-catering accommodation the rises are 73 per cent and 68 per cent.

NUS officials fear that unless hall fees increased by the grant increase or less, there will be greater student hardship.



This early fifteenth century illustration from the collection of Books of Hours held by Liverpool University's library depicts the Adoration of the Magi. It is included in a slide pack prepared by the library for teachers.

Four on poly shortlist

Four polytechnic deputy directors have been shortlisted for the directorship of Birmingham City Polytechnic following the retirement last December of director Mr Roy Hammond.

The four, who will be interviewed later this month, are Dr Ken Allan, deputy director of Birmingham; Dr Ray Cowell, deputy director of Sunderland; Dr Peter Knight, deputy director of Lancashire, and Mr Peter Toynce, deputy director of North East London.

Video stars

Lancaster University has won an international television award for its video programme *Look at Lancaster University*. The 16-minute colour film made by MSU Productions, based in the university's media services unit, won a merit award in the seventh annual Videotape Awards Festival, organized by the International Television Association (UK).

The video, made to promote the recruitment of overseas students shows a day in the life of the university and begins with a helicopter flight from the sea over the campus at sunrise. Production has been distributed through British Council offices and is being shown worldwide.

Copyright ruling

Books published in the United Kingdom are protected under Singapore's copyright laws without being published in Singapore, a Singapore High Court judge has ruled in a test case. Five British publishers brought the case on behalf of the Publishers' Association against a Singapore bookseller who had allegedly sold or offered for sale academic works produced without the licence of the copyright owner.

Double first

Professor Dorothy Wedderburn, principal of Bedford College, has been appointed the first principal of Royal Holloway and Bedford New College. She will take up her new post when the colleges officially merge on August 1.

Koestler chair

It is likely that an American will become the first holder of the Koestler chair of parapsychology at Edinburgh University.

The university will not reveal who has applied, but Dr John Bellof of Edinburgh's psychology department, and a trustee of the Koestler bequest, said some of the American applicants were among the foremost scholars in the field of parapsychology.

Alliance victory

Mr Colin Douglas has lost out in his bid to become the first black president of the Oxford University Students Union.

Mr Douglas, a former comprehensive school pupil, was beaten by the Alliance candidate, Mr Matthew Taylor, after leading by 575 votes on the first count. Most Tory voters transferred to the Alliance candidate who won by just 83 votes after a recount while the Recklessly Sexual Movement picked up 384 votes.

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OU provides foundation courses for Irish prisoners

The Open University has started a new scheme for prisoners in the Irish Republic, some of whom have been convicted of terrorist activities.

The new scheme consists of two foundation courses in social sciences and maths. It was begun after the Republic's justice department asked for an educational programme for long-term prisoners.

The scheme involves 20 male prisoners and is being paid for by the Irish justice department at the rate of £287 a year for each prisoner. This is similar to the fee paid by students on special schemes for English speakers in Belgium.

The programme is an extension of one already existing for prisoners in England and Northern Ireland, where

overseas news

Two-way cash boost for universities

from Karen Gold

FARO
Portuguese universities are to have more money for research and greater financial autonomy, Portugal's new secretary of state for higher education Professor Virgílio Moita Soares said in an interview with *The Times*.

Rectors of the country's universities meet next week to consider proposals for a University Grants Committee-style body through which they would distribute their government funding. At present each university is funded directly by the government, and major items of spending must be individually approved by the central administration.

Speaking on his third day in office, Professor Soares said that the government was committed to increasing universities' autonomy, but wanted to hear the universities' own plans for distributing the money before it took a final position.

Professor Soares is the ninth secretary of state for higher education (the junior post to the Minister of Education) in the 11 years since the Portuguese revolution. Previously he has been the chief civil servant in charge of higher education, and president of the scientific council (similar to university council) of the Classical University of Lisbon. He is not elected but appointed by the majority party.

The government will also allocate one million escudos (around £500,000) this year for university research, in addition to the university grants which contain no research element, he said. The money is for academic staff research projects and basic research; other research and development is funded project-by-project by other government departments.

"We must give special treatment to scientific research because in Portugal the amount of the budget going on science research is so small," he said.

"We have good researchers and they cannot afford to do anything. They must do research, otherwise our universities become secondary schools."

The government also planned legislation to regulate the activities of private universities, he said. Last month the government closed a private university of "alternative medicine" which it said was illegal. But with large numbers of Portuguese school-leavers failing to find a place at state universities and colleges, the government has no desire to close down the private ones, which are run by the church or as businesses.

There are many applications to open new private universities, Professor Soares said. The government was taking advice from the attorney-general on the legal position, and would then act to control which universities opened, the qualifications of their staff and the standards of their courses.

The government was also committed to opening the 14 Portuguese polytechnics and similar number of teacher training colleges, which have been planned since the mid 1970s but are still taking a mere handful of students or have not opened at all, he said.

Doubts were cast on their future by the previous administration, but Professor Soares said they would definitely open, though probably not this year and the government could not give an opening date. Nor could it be bound to an earlier decision, opposed by some local education authorities to close some old teacher training colleges to be replaced by the new ones.

Nevertheless "we have made a commitment of millions of dollars to the polytechnics, and we have them closed," he said. "I am committed to opening all of them. The only thing left to decide is when to start and how to start. I hope maybe by May or June we will have a plan for that."

US increases third world scholarships

from William Norris

WASHINGTON

The United States is to increase by 50 per cent to 15,000 the number of scholarships offered to students from third world countries.

The new programme, sponsored by the Agency for International Development, will include a large number of undergraduate places in addition to the traditional courses of technical training and postgraduate study.

Announcing the increase, Mr Peter McPherson, the AID administrator, made it clear that the increase was a bid to catch up with the Communist bloc countries in training the youth of the developing world.

"It is clear that the Soviets view this programme as part of their foreign policy," Mr McPherson said. "They are taking full advantage of these scholarships to shape young minds and increase their influence in the developing world. These young people are returning to their countries not only with new skills, but new ideologies as well."

He added: "Among the people of the third world, AID diplomats and dollars are often seen as symbols that link their lives with ours. By itself, this is not enough. In order to test under a stand America, one must experience its values and people face to face."

"It is, after all, people who shape societies and energize a nation's future. It is important then that we focus on educating people not just for what they are going to do, but what they are going to be."

America has some way to catch up in spite of the latest increase. Its overseas scholarship programme declined by 52 per cent in the decade 1972-1982, while Soviet bloc programmes, not including Cuba, tripled. In 1982, seven Communist scholarships were granted for every one of the 8,000 offered by the United States.

"To wisely use our education resources to diminish want in the shrinking world around us, to reduce the chaos of strife for others and, ultimately, for ourselves," said Mr McPherson.

College opens for dyslexics

Landmark College will live up to its name when it opens in September - it will be for dyslexics only. It is also believed to be overtaking the Massachusetts Institute of Technology as the most expensive college in the United States with fees of \$17,000 a year.

Landmark will occupy the former campus of Windham College in Putney, Vermont. Its core curriculum will be built around English and computer literacy and it is hoped that in future it will be able to offer a complete four year liberal arts programme for 400 students.

Genetic library may aid hereditary disease detection

A unique library of human genetic material has begun making its first "loans" to 35 research teams all over the world as part of a project which could lead to the earlier detection of many hereditary diseases. The library, compiled by scientists from the Lawrence Livermore and Los Alamos national laboratories in the United States at a cost of \$500,000 is attempting to stock a complete collection of the human genetic code.

The library is a repository of complete genes and bits of genes - the units of a chromosome that define what human traits are passed from parents to child, such as eye colour or gender. A separate section is being prepared for each human chromosome, with 17 created to date. The genes are being stored in a medium called cDNA, for Down's Syndrome and Huntington's chorea.

The collection has been made possible by chemical and laser technology, turning the tedious task of sorting and cloning genetic material into a faster and easier process. First, chromosomes are isolated from cultured human cells. Next, individual chromosomes are sorted with the aid of advanced and sensitive instruments called flow cytometers, which focus

C'mon - let's be real about student words and meanings

from William Norris

WASHINGTON

Can we interlace? C'mon, let me core dump on you. Just chill out for a few minutes and ski naked. What I have to say won't make you crash.

Or to put it another way: Let's talk. Let me get this off my chest. Just calm down for a few minutes and take the chance. What I have to say won't put you to sleep.

The fine art of slang is alive and well on the college campuses of America. Whether the above examples from the students of Pennsylvania State University will find their way into Webster's Dictionary - and many have in the past - time alone will tell. Either way, the English language will probably survive the experience. If it can survive a US secretary of education who uses the word "counterfactual" when he means "false" it can survive anything.

These are a few of the words and phrases in

current student vogue:
All tighter. A mad attempt to cram many weeks of class assignments, readings and notes into one night and the following morning, usually before an exam.
Bag. The act of doing something - often not going to class.
Beat. An article of clothing is beat if it's out of fashion. A party, bar or class is beat if it's boring. If someone else causes you to lose interest in them by being obnoxious or boring, they are beat.
Bitch bag. A bag with Greek letters on it used to carry books by sorority girls.
Breakfast of champions. Beer before going to a college football game.
Bookin'. Moving really fast, as in "I was bookin' to class".
Canning. The practice of standing on a street corner with a collecting box for charity.
Case Study. A group of friends studying a case of

beer.
Gag me. An emphatic term used to express disgust. Let's be real. A request to get serious.
Nuke. To get rid of something.
Stoney vision. Watching the television set with the sound turned off, and listening to unrelated music at the same time.
Traying. Riding cafeteria trays like sledges over the snow-covered hills of campus.
Where's the beef? A question asked when something is believed to be missing, as in a sandwich or a conversation seriously lacking content.
Not all grammarians are totally happy about these embellishments, but Dr Philip Baldi, professor of linguistics and classics at Pennsylvania State, disagrees. "This is enrichment of the language," he says. "This is language change in progress, out of all these, my guess would be that two or three will survive."



Shanghai urged to charge student fees

by Geoffrey Parkins

Shanghai's universities and other institutions of higher education have been urged to find alternative ways of raising funds. Among the methods suggested were charging student fees and obtaining funding from business.

The suggestions came from a State Council study group which has spent the last year investigating how Shanghai's higher education resources can be most effectively utilized and the means by which external funding can be raised to support students, new courses, research and generally improve educational facilities and equipment.

The study group also said that enterprises and other state departments should be encouraged to sponsor students, invest or donate money to higher education in return for tax benefits.

According to the group, Shanghai's education budget now represents about 1.5 per cent of the city's total income, and this should be raised to 3.3 per cent to bring it into line with the national average.

Universities, the group said, should develop their "consultative role" with businesses in the city and increase their

income from "service fees". The extra funds could be used to improve educational facilities and the living standards of students and staff. While student numbers and academic standards should be maintained at their present level, the universities should introduce courses and training programmes that are self-financed from fees. This income would then be used to pay salaries, provide modern facilities and for collective welfare.

Although the study group maintained that overall education policy should continue to be formulated and directed by the Ministry of Education, inflexible and unresponsive state control of higher education came under criticism. Of Shanghai's 45 institutions of higher education, the group said, the 24 which came under the direct control of state ministries are the most unresponsive to meeting the needs of students and the community. The group recommended that more decision-making should take place at local level.

It was also recommended that the amount of money allocated to teacher training be increased by 70 per cent and more programmes of international student exchange be introduced.

China breaks with tradition

by Peter Mauger

The Shenzhen Special Economic Zone, an industrial city complex near Hong Kong, in southern Guangdong Province, which has been built up in the last few years with the aid of foreign capital and many joint enterprises, has a new university different in many respects from traditional institutions.

The university, founded in 1983, provides five-year undergraduate courses, special courses of two or three years' duration, and short-term courses for advanced studies. It has also set up institutes to study the economics of special zones and to develop new energy resources.

At present there are six departments - economic management, law, architecture, electronics, English and Chinese - with 700 undergraduates, and 600 graduates from other universities. Planned developments include an independent liberal arts college, a law school and a science and engineering college. By 1990 there will be 4,000 undergraduates.

Admission is by the national higher education enrolment examinations; but in addition to the usual requirement of being "socialist-minded", students have to be proficient in their foreign languages, and in one or two other languages, and they should also be interested in a wide range of general knowledge. The majority of students are from Guangdong Province, but there are plans to attract students from Hong Kong, Macao, Taiwan and overseas students as well as from other parts of China.

Shenzhen University's educational system breaks new ground. For the first time a Chinese university is using a system of academic credits with both mandatory and elective courses. Re-

quired courses for undergraduates are political theory, Chinese, English, physical education and an introduction to computers. Stress is laid on imparting basic theory, fundamental knowledge and essential skills.

Students must choose one special subject and one minor; elective courses are devised to supplement the major subjects. Ambitious and capable students are allowed to take more courses each semester so that they may graduate in four rather than five years, whereas slower students can take six years.

In another break with tradition, students can change their special subject, change to another department or even transfer to another university, after their first year. This removes a widespread criticism of Chinese higher education - that students are stuck with higher courses for which they are unequipped because their initial choice has been made with inadequate information.

Another departure from usual practice is that graduates are not assigned jobs by the state. Students apply for their own jobs, though the university does make recommendations in certain cases.

The academic staff is divided into four grades, assistant lecturer, lecturer, associate professor and professor. Promotions are decided by a university committee without having to refer to a higher outside authority. This is a major change from the usual Chinese practice, where seniority generally takes precedence over ability.

These innovations owe much to the vice-president, Fang Shen. He believes that Shenzhen provides many opportunities for China to learn from abroad.



Police officers parleying with a group of Buddhist monks among student demonstrators in a Colombo street

Monks join student demo

from D. B. Udalgama

COLOMBO

Sri Lanka's government has imposed censorship on publication of news, comments or pictures of three days of student demonstrations here demanding the repeal of the new University Amendment Act. The demonstrators included Buddhist monks who are undergraduates.

The police swoop on students was apparently the result of their seeing a connection between "isolated" incidents by students and a rumour spread in northern Colombo which sent parents flocking to schools demanding that classes be dismissed before the normal closing hours. The police thought they had encountered an "engineered attempt to create chaos in the city of Colombo".

The police took to for questioning some members of Opposition political parties distributing leaflets in support of the student campaign. Among those taken in was the vice-

president of the People's Party, Mrs. Chandrika Kumaratunga, daughter of the former prime minister, Mrs. Bandaranaike. They were all released within a few hours.

The first step in the government's determination to implement the Act was the removal of all vice chancellors, re-appointing all but one of them in an acting capacity until President J R Jayawardene, as Minister for Higher Education, makes appointments under the Act. Simultaneously, the Emergency Regulations under which the universities were administered for 19 months, ceased to be operative.

All opposition parties and connected trade unions have come out in support of the students.

The Act is seen by students as privatising university education, bringing higher education institutions under political control and eroding the principle of free education.

Anti-freedom Act blamed on vendetta

The proposed "updating" of Poland's 1982 Higher Education Act, which would effectively annihilate the right to freedom won in the Solidarity strike, is widely believed to originate in the personal revenge of one man. Dr Zygmunt Rybicki, a Party hardliner, the former rector of Warsaw University who was unceremoniously replaced within a month of the signing of the Gdansk Accords is now a deputy minister with special responsibility for legislation. Although the present Minister of Science and Higher Education, Dr Benon Mikulski, a military historian, is himself something of a disciplinarian in the initiative in proposing the reforms, many academics and students now believe, came from Rybicki.

Although the "updating" of the Act is now open to public discussion, there is little doubt that most of the reforms will be forced through. Referenda organized by academics and students in a number of leading universities, although overwhelmingly against the changes, seem more of a last-ditch

gesture of protest than a genuine hope that anything new will be done to save the situation.

One ministry official is reported to have said "If the universities are to stay under state control, the reforms must go through". According to a Solidarity statement dated February 10, the current "public discussion" is simply a cover-up while authorities bring the universities firmly under their control. The main terms of the "updating" are now well-known, and include the replacement of elected rectors and deans by ministerial nominees, the replacement of the independent student self-government committees by Party-linked organizations, and the assignment to the minister of wide disciplinary powers to suspend or dismiss staff, students or academic bodies, should they be "in the interests of society".

During the last few weeks rumours of further changes have been rife, including suggestions that all school leavers should have worked for a year in some state enterprise before starting

higher education, and/or, should have to work for two or three years after graduation in a job assigned to them. This is in addition to national service (which, it is suggested, may soon be extended to women) and what is now so hated that an increasing number of young male graduates try to find a friendly psychiatrist who will testify that they suffered a minor nervous breakdown from overwork immediately after their finals, and are not fit for army duties.

Some student clubs have adopted a somewhat reckless attitude. The "interdepartmental Scientific Circle" at Warsaw University's Institute of Philosophy, for example, last month issued a representative of the new (underground) Liberal-Democratic Party to talk to them. Others have turned to the workers for support, inviting delegates of the "self-government" movements in the large factories to accompany them to meetings with officials from the higher education ministry.

overseas news

Nairobi campus hit by unrest

from Wachira Kigotho

NAIROBI

The Kenyan government has ordered the closure of the main campus at the University of Nairobi after a week of student unrest which left one student dead and another 65 injured.

Thirty-two policemen were also injured in the clash which took place on February 10 when police were ordered to disperse students who were holding a meeting at the Great Court of the main campus.

Students affected by the closure are all undergraduates in the colleges of humanities and social sciences, architecture and engineering. The postgraduate students in the same colleges were not affected.

The closure is just one of such many incidents that has affected the institution in the last 15 years. It was triggered by the decision of the university administration to expel three students and withdraw scholarships from five others. One of the expelled students, Julius Mwandawiro Mwangi, a linguistics postgraduate, is a former chairman of the Students Organization of Nairobi University. Sources close to the students com-

munity claim that the administration expelled the initial three students because of alleged corruption at the university. They said that the university had accepted some students from influential families who had not undergone one interim year at home and without attending the compulsory National Youth Service scheme.

Other sources allege that some of the expelled students were radical leaders who had questioned the Professor Ngugi wa Thiongo expelled Kenyan writer in Britain, the pardon of the former minister for constitutional affairs, Mr Charles Njonjo and also the relevance of the system of education.

But the government has accused the students of trying to establish their own authority and hence destabilize the government. The permanent secretary in the office of the president in charge of internal security, Mr James Mathenge, said that the students' activities were similar to those of August 1, 1982 when students from the main campus joined the disbanded Kenya Air Force troops in an attempt to take over the government.

After the mass expulsion 19 students have so far appeared in court in Nairobi. Fourteen students face traffic charges for commandeering a university landrover without authority and driving a vehicle without licence. They had been apprehended by police on their way to Kenyatta University College to raise funds at that institution to restrain the university council from expelling or withdrawing of scholarships from the initial group of eight.

Mr Mwangi and his colleagues face seven charges each which range from holding of illegal meetings to refusal to disperse after they have been ordered to do so by police. All have denied the charges.

The ruling party, Kenya African National Union, has issued appeals to both parents and students for restraint. The party's national treasurer, Mr Justus Tipla, urged all interested parties to see that peace and tranquility prevailed at the university.

Mr Mathenge said the government has concrete evidence that students have not been working alone. He also said that all undergraduates in the affected colleges have lost their places at the university.

Spanish row erupts over history book

by Sarah Jane Evans

A row has broken out over a history book published by EUNSA, the press of the University of Navarre. It is the last volume of the *Historia universal*, a 14-volume edited work which starts with prehistory and finishes with the Second World War. What has set historians in turmoil is that the author of this last volume, a priest, Father Gonzalo Redondo, compares Nazism with the legalization of abortion.

Abortion was legalized last year, though its provisions are more restricted than in the UK.

"It's just a matter of counting it out on your fingers. More people have been assassinated with the legalization of abortion than with the extermination of the Jews under the Nazis," says Father Redondo.

Also in dispute is the book's interpretation of Spain's losses during the Civil War. It states that 325,000 Spaniards were lost during the war, though out of these there were 75,000 "who preferred to emigrate to France or America, rather than remain under the Franco regime." But critics say that many more died, and that of those who left the country, for the great majority there was no other option.

The book's interpretation of the Second Republic, which started in 1931, is also in dispute, though consistent with the Francoist interpretation of events. "The State was separated from the Church, divorce was introduced, and everything was done to secularize education. This anti-Christian behaviour should not be seen as strange once one takes into account the influence of masonry in Spain in the life of the Second Republic."

This view is not altogether surprising. The University of Navarre is run by Opus Dei, the right-wing Catholic group, and was founded by Opus Dei's founder, Josemaría Escrivá de Balaguer, and Father Redondo is himself an Opus Dei priest.

Academic may get hearing

by David Jobbins

Pakistan has indicated that the prime minister's return to civilian rule may mean an early hearing for a University of Karachi academic detained under martial law since late last year.

Dr Hassan Zafar Arif, a founder member of the Pakistan University Teachers' Association, is currently undergoing his second 90-day term in detention and has yet to be seen by his lawyers or given a date for a hearing.

According to the Pakistan High Commission in London he is alleged to be implicated in "subversive activities". His supporters say he is being detained for his political views and

position as a leader of a university teachers' organization.

Dr Arif was for some time at the University of Hull, and has a son at school in Britain. The British Association of University Teachers is campaigning for his release and a Labour MP, Mr Jack Straw, has tabled questions for Sir Geoffrey Howe, the foreign secretary.

A High Commission official said: "I understand he is in good health and that permission has been granted for a visit by his relatives." The allegations are said to be "under investigation" and the general election and promises of a return to civilian government have prompted suggestions that they may be concluded speedily.



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Government doublespeak is preventing local authorities from making the most of their resources. John O'Leary reports

Colleges' building block

For the second time in six months Sir Keith Joseph, Secretary of State for Education and Science, is about to receive a broadside from frustrated local authorities which are being prevented from spending their own money on polytechnics and colleges. It is a dispute which is becoming increasingly bitter, in spite of a generally sympathetic attitude by Sir Keith, as wider Government policy overtakes attempts to rationalize and modernize higher education.

One glance at the Government's targets for capital spending on polytechnics and colleges is enough to demonstrate the source of the discontent. In two years the net capital budget for the whole of further education has fallen from £113 million to below £68 million without allowing for inflation. And the next two years provide for an increase of less than £5m.

Higher education's share, administered by the National Advisory Body, this year comes down to perhaps £25 million for equipment, a small amount for minor works and just £5 million for major building projects. At a time when polytechnics and colleges are under pressure to accommodate unprecedented numbers of students and to switch resources into the expensive areas of science and technology, it is a budget which is almost ludicrously inadequate.

Even Sir Keith, responding to protests from the NAB committee on this year's building allocation, had to admit: "I was greatly impressed by the strength of the NAB's arguments, and have considerable sympathy with much of what was said by their delegation." The "inevitable" but "ruled out" extra money because of wider spending limits.



Mr Jenkins: further restrictions

The committee's arguments were, in summary, that £5 million did not allow them to do more than scratch the surface of the problem; that projects were having to be rejected which would create savings through site rationalization; that it was impossible to switch more provision into science and technology without some capital spending; that extra teaching accommodation was necessary to satisfy the Government's desire to take all qualified students; and that they were being prevented from spending money which did not even come from central government.

In fact, the allocations constitute permission to borrow money for building schemes, not a grant of the money itself. And further restrictions introduced before Christmas by Mr Patrick Jenkin, Secretary of State for the Environment, have limited the authorities even more. Now only one third, rather than half, of any money received from the sale of local authority property can be spent in the same year. The contrast with the position in the universities, where the value of equipment grants has been preserved and restrictions on the use of capital receipts has not been eased considerably, has not escaped those in the public sector.

Last year, the NAB committee was so incensed at the paucity of the building budget that it refused to allocate the money until it had met Sir

Keith to put the case for an increase. Seeing the way the wind was blowing, they did not wait for his reply before agreeing the distribution, which gave 11 institutions up to £1 million each. At the same time, they decided to do what they could for forward planning by making early decisions on the allocations for 1986/87 and 1987/88. The resulting bids were even higher, adding up to some £87 million. Even after weeding out those which did not satisfy the criteria for the exercise (rationalization, adaptation for teaching, aiding the switch into science or emergency renewals) the priority projects added up to £17 million, when only £10 million was available for the two years.

The list of rejected projects backs up the contention that proper planning of the system is being obstructed by the shortage of capital funds. At Ravensbourne College, for example, teaching space freed by a decision in the last NAB plan to cut fine art cannot be used in the way the college, the local authority and the NAB would wish because money is not available for conversion. The college would like to close an old school three miles away which now houses its television communication engineering work, and hiring the department into the main college site, but other schemes were considered more urgent or more cost-effective.

Bretton Hall College has been trying for 13 years to get permission to extend its library, which was built for fewer than 300 students. Now there are 850, and a report by Her Majesty's Inspectorate has stressed the need for expanded facilities. A phased, five-year programme would expand the amount of usable space by 50 per cent, making it possible to double the number of users. The plan would also bring staff savings through the use of new technology.

The scheme was on the NAB's reserve list last year, but has suffered the same fate this time because of the lodging of new and urgent bids in the new exercise. Dr John Taylor, the principal, is still optimistic that the project will go ahead, but is understandably frustrated. "Having had a bid in for 13 years, naturally there has been a certain amount of planning blight hanging over our library provision," he says. "One appreciates that this is a difficult time but we are suffering from a form of doublespeak, being told what we should do but prevented from doing it."

Even getting on to the NAB's approved list does not guarantee success for the project, however. Kingston Polytechnic has been allocated the maximum £1 million last year and this, but has been caught by the Government's new rules on the use of capital receipts. In order to raise the balance on the polytechnic's £5 million plan for a new engineering block, the local authority had agreed to sell valuable property previously used by the polytechnic. Spread over a number of years, 50 per cent of the money received would have been sufficient to fund the remainder of the project, but reducing this to a third puts it out of reach.

The local authority is considering an appeal against the new restriction, especially since the Department of Education and Science was closely involved in drawing up the scheme. The engineering courses are housed presently in an old factory leased by the polytechnic and there is a determination on all sides to provide more up-to-date facilities.

Higher education has been caught in the crossfire of the wider struggle over local authority spending and probably will ease its problems. Attempts were made last year to devise a formula-based system of capital allocations for the whole of education, but these have now been abandoned. The NAB, in any case, had already recommended that major building plans should be taken separately. Now fresh talks are taking place between the Government and the local authority associations trying to reach agreement on capital controls in order to create a more stable system.

Those talks may also prevent the NAB committee getting a straight answer when they see Sir Keith again. But they will leave him in no doubt that the status quo is not acceptable if he expects the NAB to make the changes it wants in public sector higher education.

Edge Hill's music of time



Then and now: Edge Hill's music students gathered round the piano, probably during the 1930s, contrast strongly with today's keyboard and electronics experts

Students at Edge Hill College of Higher Education in Ormskirk no longer sleep in nine by six foot cells as they did in 1885, and are allowed more than one cold bath a week. And if candles are banned it is more to avoid fire hazards than save money.

A hundred years ago such was the fate of its entirely female student population—being trained to become a superior type of elementary schoolmistress, though some did become doctors. They probably counted themselves lucky. The spartan conditions continued into the next century, as Dr Fiona Montgomery, a senior lecturer at the college shows in her history of Edge Hill written to celebrate its centenary.

The routine was inflexible. We slept, ate, worked and took walks, attended lectures and church as well as fulfilled extraneous duties from which no excuse could be contemplated," wrote Mary Sheppard who attended Edge Hill from 1909 to 1911.

The college was founded by a group of Liverpool businessmen and philanthropists as a Unitarian and Non-conformist response to the lack of non-denominational teacher training colleges, the majority of which were Anglican. Ironically at least 50 per cent of the students are now Anglican, and were at the start of the institution.

Edge Hill until 1959, a good 30 years after the local authority had bought the college which in 1925 had been roundly condemned by the Board of Education for its poor buildings and site, then located in the Liverpool district of Edge Hill.

Its present site, a purpose-built and unusually elegant example of 1930 architecture surrounded by 45 acres of tennis courts, playing fields and landscaped gardens, was opened in 1933.

Mr Ken Millins, a former director of the college, says that at one stage the only men allowed on the campus were Her Majesty's inspectors and the gardener. Mr Millins and his successor, Mr Harry Webster are the only two male directors in the 100 years of the college. The other six were women.

The return to Ormskirk after a war spent in Bingley, Yorkshire, brought overcrowding as the college's attempts to limit its numbers met with the opposite reaction from the Ministry of Education. By 1962 the college had some 560 teacher training students and 50 staff.

Some 40 years later the college's decision as to how to face the 1974/75 teacher training crisis which led to closures and diversification, in better shape than many of its contemporaries.

By then the college was being visited by Lancaster University instead of Liverpool University having been given the full-time equivalent of 800 students, second only to Goldsmiths' College.

Diversification was not strictly necessary for its survival. But this has allowed a strong teacher training element to survive in the 10 years since Edge Hill became a college of higher education.

Nevertheless if it had not diversified, numbers would have had to be reduced. Instead it now has the full-time equivalent of 1,650 students on BA/BSc, BEd, PGCE, MA and advanced diploma courses, as well as around 6,000 students on short courses and consultancy.

It has also, according to the director,



enabled the college to increase access to higher education for a wide range of people, namely mature students who would not normally have gone to Edge Hill. Such students—aged over 21—including inservice students represent 35 per cent of the intake.

Since diversification the college appears to have adopted three distinct but nevertheless merged lines of work. Its work in teacher training was given recognition in 1982 when it became one of the centres of excellence. It has a successful and wide range of diversified courses for a college in its location.

Third, it is developing increasingly as a community college through its recruitment of mature students, its INSET provision and service to the surrounding locality.

This last strand is obviously gaining in importance as social and unemployment problems increase in the north west. The college is the largest employer in Ormskirk, a medieval market town.

So although the college is flanked by rural plenty on one side, it has a strong outreach role with a concern for the underprivileged which is reflected not only in its courses but in the activities of its staff/student committees. These serve mentally handicapped children, youth clubs, the unemployed, the illiterate and the housebound among others.

As far as mature students are concerned, Mr Webster points out that their high intake is in direct contrast with the universities where mature students represent only 10 per cent of the total. He believes that by the 1990s the college will be able to reach parts of society which universities have been unable to come to grips with.

The college has been running "Return to Study" courses and "New Opportunities for Women" courses. Edge Hill has also developed a number of links and special arrangements with local further education colleges in order to enable mature and ethnic minority students to enter the college.

Some 60 mature students enter undergraduate courses each year.

The college is also helping to update and retrain the professions. It has developed a large range of inservice courses for teachers and other professionals which last year attracted some 5,000 students. Such courses include race relations, crime and social management, computer education and pre-vocational education.

Meanwhile Edge Hill is awaiting with great interest the decision of the Secretary of State for Education about the Advisory Committee for the Supply and Education of Teachers' recommendations for a 49 per cent increase in teacher training, as well as the subsequent allocations to be made by the National Advisory Body.

It has already made it clear to the NAB that a 10 per cent increase in its intake would be welcomed but that a 15 per cent expansion, although possible, could have serious staff implications.

The college is still expanding its primary intake—200 this year—as a result of the 1982 allocations, and would not really wish to enlarge its teacher training programme at the risk of damaging its BA/BSc courses which it would prefer to increase.

As an institution they are worried about the criteria of recent school experience of staff. So far they have only 25 out of 142 teaching staff who do.

Concern with the NAB's decisions stretches further than teacher training. It is already preparing itself for the next planning exercise in the diversified field.

Its major subjects leading to a BA or BSc degree of the University of Lancaster are applied: social sciences, urban policy and race relations, English, geography, history. There is also a wide range of minor subjects.

The college is preparing its bid for 1987 with the aim of building on its strengths. A good example of this is the MA in crime, deviancy and social policy which attracted a high intake and wide variety of students ranging from police and probation officers to social workers, and youth and community workers.

But how many students actually get jobs? Half of the students are recruited nationally and the rest, again, from the North West, so employment/unemployment is only partially determined by local conditions.

Teacher education students fare better than the others. In 1983, 86 per cent of BEd and PGCE primary and secondary students obtained teaching posts, and in 1984 this went up to 91 per cent. As far as the BA/BSc students are concerned, in 1983, 70 per cent of them obtained jobs, but in 1984 this figure dropped to 60 per cent.

The college is now insisting on a very much more thorough career programme. It starts in the first year of undergraduate studies and is followed through each year, getting more specific towards the end.

Another bonus is the staff/student bar, which made £10,000 after running at a loss.

Patricia Santinelli

Peter Aspden assesses the growing debate over what constitutes an 'uneconomic' pit

Pitting wits over the relative costs

It is ironic that the closure of "uneconomic" pits has been at the centre of the mining dispute which has resulted in one of the most divisive strikes in Britain's industrial history. Ironically, because the fragile concept behind the starkly-put phrase has until recently remained relatively unscathed by detailed analysis.

Emotional and emotive arguments over the loss of communities and jobs have dominated one side of the rhetorical battlefield, while crude and apparently indisputable columns and figures have emerged relentlessly from the other. Human agony versus balance sheets, hot versus cold—it has not been a good year for those aspiring to a more rational framework for discussion.

Even the intervention of several groups of academic commentators, relatively late in the dispute's history, concentrated on the so-called "social costs" of the pit closure programme, trying, in the best traditions of social scientists, to bridge the gap between the numbers and the lives at stake.

But the second wave of academic analysis, as represented in the last few months by groups in Manchester and Aberystwyth, have been attempting to take a more direct route to the core of the problem—what constitutes an uneconomic pit and should such a calculation justify closure decisions?

Mr Karel Williams, of the economic history department at the University College of Wales, Aberystwyth, is one of a four-man team which has taken a close look at the accounting figures and techniques of the National Coal Board, and the validity of the board's claims on the future of British energy policy.

"For the first nine months of the strike, economists have held the stage, their consideration of social costs, and their examination of the broader calculations which the Government and society should make, rather than those which preoccupies the NCB," he said.

"It is a very attractive analysis, because the NCB's private calculations takes no account of what happens to people when they are out of work—it's the Government which has to pick up the tab."

That debate has been guided by Mr Andrew Glynn, a Marxist economist at the University of Manchester, and by Professor Patrick Minford and Professor Kung of Liverpool University on the other, with the middle ground being occupied by Professor David Metcalf of Kent University and Gavin Davies of stockbrokers Simon and Coates.

"There are a number of reasons for people not wanting to go any further down that road, however," Mr Williams said. "First, there is no sign of the Government or the NCB taking any notice of social costs, or in calculating the balance. The economists have just been sitting on the sidelines, like a Greek chorus, talking constantly about social costs, but being ignored."

"Second, it seems to many of us that the social costs debate is unresolvable. People are making all kinds of diffe-

rent assumptions which are unprovable on, for example, the rate of reemployment of miners. How soon they will find a job is a matter of guesswork—you pay your money and you take your political choice. It is a question of feeding in the assumptions which match your politics, and finding a congenial solution."

The third factor, the one which particularly frustrates those who want to concentrate on the accountancy side of the dispute, is that the social costs arguments take the NCB profit and loss figures as given. They do not question with any severity the description of the "loss-making" pits.

The current groups of academics are fighting their wars on precisely that battleground.

What unites them is their determination to disprove that there is one clear unambiguous concept of profit, and that looking at an apparently absolute set of profit and loss figures solves the problems of an industry. In short, they want to show that accounting figures are relative and not a particularly useful guide to investment decisions.

"While historians are natural relativists, because they are constantly looking at other societies and different standards, accountants have become relativized when the sharp inflation of the 1970s exposed the precarious nature of their calculations," said Mr Williams.

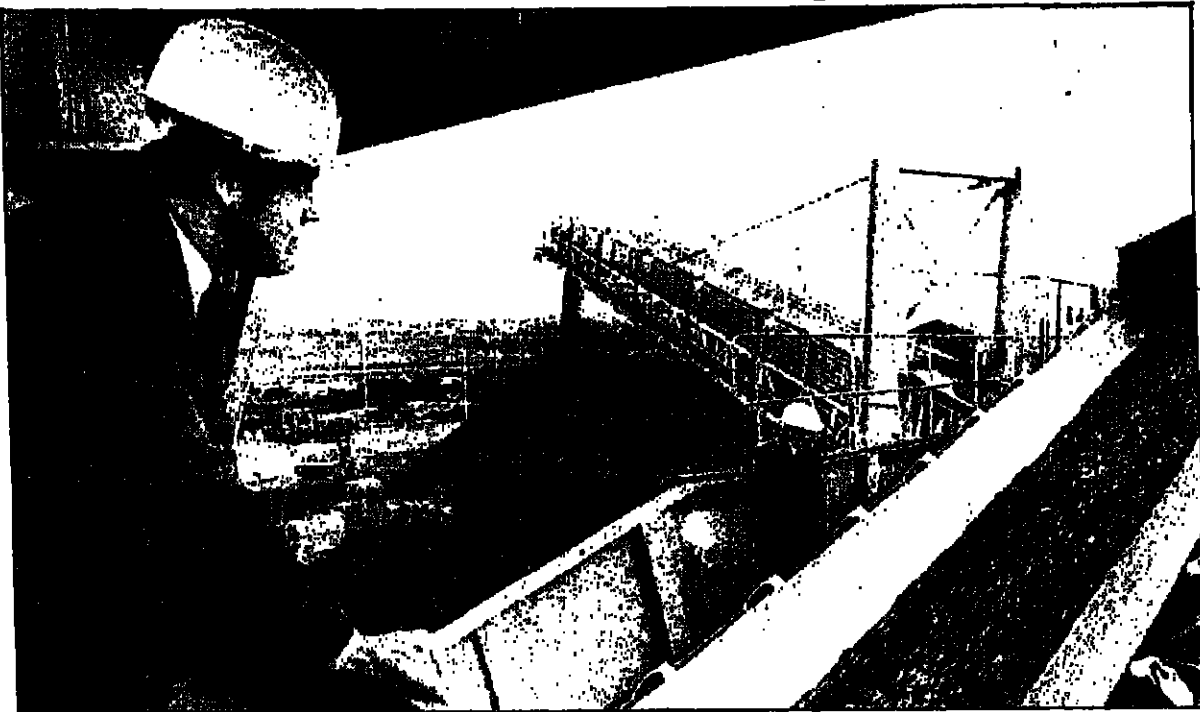
"It was with the advent of double figure inflation that accountants began to think again about how to value stock, how to assess depreciation and so on. It was revealed that accounting procedures are largely based on conventions, which means that when you call something 'unprofitable', you are only saying 'conventionally measured as unprofitable'."

Professor David Cooper, professor of accounting at the University of Manchester Institute of Science and Technology, agrees that figures produced by the coal board for public debate are "not very helpful" for assessing changes in production, although he looks at different aspects of costing analysis from the Aberystwyth group.

Both Mr Williams and Professor Cooper are quick to stress that there is nothing untoward about the NCB's profit and loss accounting techniques—the "F23". It is a perfectly normal, highly conventional way of looking at figures, but, they both add, it is not an adequate structure for rational decision-making.

The two main issues examined by the Welsh group are whether this technique is an adequate basis for pit closure decisions, and whether the current "net present value" way of assessing profitability is a correct determinant of future investment decisions.

Their main charge against the board's profit and loss accounting is that it filters capital intensive pits, at the expense of labour intensive, by underestimating their costs. Using the conventional way, the only charge against capital is historical cost depreciation, which swells profit figures and



Selby "super-pit": Making a profit or a loss?

makes the NCB's massive investment strategy in the new pits look obviously correct.

But, the Aberystwyth group shows, if replacement cost depreciation—which takes inflation into account—and an interest charge on the opportunity cost of the money invested is brought into the calculation, the figures look very different.

"Depreciation nearly doubles, and, assuming a modest interest charge of 8 per cent, the league table of profitability is radically altered," said Mr Williams. "By saying Selby will produce up to 12 tonnes per man shift, while some south Wales pits produce less than two, the argument looks obvious."

"But what is being assessed is the composition of pit costs, not their high level. The labour intensive pits have the most available costs—that is labour—so that puts them at risk. But it is not a simple profitability calculation."

"It is difficult to avoid the conclusion—and this would be dynamite if the board said it in public—that labour is being sacrificed on the altar of management's investment strategy," he added.

"Profit and loss cannot be an independent, objective measure of success and failure. Profit in stage two in the life of a pit is entirely dependent on investment in stage one. It is not an external signal from the economy—the whole thing becomes a self-fulfilling prophecy," Mr Williams said.

The second contentious concept which Mr Williams and his team have put under the microscope is net present value, which is used to determine future profitability by projecting revenue and costs.

It is a stock corporate investment technique which has been used by the board, again perfectly normally, as an appraisal of new pits and, more broadly, as a justification of choosing nuclear power rather than coal in the energy debate.

What the team has found is that by making small adjustments to some of the projections, using orthodox sensitivity analysis, the optimistic positive forecasts presented by the board are made to look silly.

"The super-pit at Selby, for example, has been given a positive net present value over a 30 year period, but that assumes the pit hits a target of 10 million tonnes per annum, and it applies a discount rate to future earnings of 8 per cent. By reducing the output to nine million tonnes, and raising the rate to 10 per cent, the pit makes a loss," said Mr Williams.

"It is absolutely amazing that this standard kind of fine tuning has not been made with a project into which £1,400 million has been invested. Our assumptions are not remarkable—NCB targets are typically out by 10 per cent, and flooding has already occurred in the Wotton part of the Selby colliery."

"Similarly, in assessing nuclear energy, there is no allowance made for construction delays, new safety procedures, availability difficulties and so on," he added. Both in the case of the NCB and the Central Electricity Generating Board, we are not seeing investment appraisal techniques, we are seeing management self-justification techniques."

The impression is that they've fiddled on the back of an envelope until they got the result they wanted. Investment appraisal should be an obstacle to fatuous optimism, not something which you can cynically use in any way you want."

Professor Cooper's team in Manchester, while not always going as far as the Welsh group, also raises fundamental questions about the F23 accounting system. Their work casts scepticism on the frequent use of market price by the board as a reliable indicator.

Professor Cooper said: "It is undoubtedly the case that the price agreed between the NCB and the Central Electricity Board is in many respects an arbitrary figure."

"When you get interdependence of this kind, and with the Government constantly strengthening the CEB's hand, the price of coal can be made to look very low. The cost of importing coal can also be misleading, dependent on currency movements, international freight rates and availability."

As for costing, Professor Cooper and his team undergo what he calls an "undergraduate" exercise to show the uncertainty of coal board figures.

"The relationship between fixed and variable costs can certainly be looked at in different ways from the NCB's version," he said. "It is not always reasonable to look at changes for past mining and apply them to the present and future."

In the group's article in *Accountancy* magazine, it looked at the proposed closure of Cortonwood colliery in Yorkshire—which sparked off the strike a year ago—and the basis of it being deemed an "uneconomic" operation. Figures from the Monopolies and Mergers Commission show that in 1981/82, the colliery made a tonne loss of £6.2. Assuming, however, fixed costs represent 17-23 per cent of total costs, which would not be avoided by the closure of Cortonwood, the mine would be seen instead to have contributed up to £5.45 per tonne to NCB operating performance in the same year. Profit or loss?

So, quite apart from the unreliability of the revenue figures, the Manchester team also homes in on the question of avoidable costs, albeit in a slightly different way from the Aberystwyth group. Professor Cooper feels the NCB may well make these kinds of calculations internally—but it is the public figures which have been used as the justification for the controversial pit closure programme. And these have been shown to be drastically lacking in sophistication and depth.

A four-man team from universities and industry has now been appointed by the coal board to look into its accounting and economic assumptions and the future of the coal industry in general. One of the team, Professor Eddie Stamp of Lancaster University, promises its report, due in a about three months, will be wide-ranging and genuinely independent.

In many ways, the debate over pit economics is just beginning. There is a real feeling among academics that the coal board has remained disingenuous over the presentation of its arguments and justifications.

methods and the use of indigenous materials forms another disciplinary area while the third deals with the environmental aspects of building.

Many traditional forms of architecture that are still relevant today have been developed over the years in hot countries to encourage breeze and filter out sunlight. New developments in harnessing solar energy are playing an increased role in building design and architects in tropical climates should automatically build them into their design. Biogas as a source of energy has been used more in developing than developed countries.

"The students who study in Britain are catapulted into positions of high authority when they return to their own countries as most do," said Cho Padamsee. "They become the vanguard and if they are not aware of appropriate designs for their country then good practices will not filter down to where it is needed."

Felicity Jones

Tropical designs by degrees

could be taken in the fourth of the five years' training as well as a freestanding refresher and updating course for qualified architects.

"In architecture, like any creative subject there is a tendency to set up goals," he said. "Frank Lloyd Wright and today Norman Foster are the figures which students aspire to."

And for the large number of overseas students at British schools they are their gods as well which is the last thing they want. They need their own and to have the feel that architecture comes out of their own society."

The only figure of any stature in this field is Charles Correa, who has drawn attention to the techniques available in tropical countries "in the absence of sophisticated mechanical technology... it is the building itself which must create the 'controls' the user needs," he said.

Mr Padamsee explained: "We

want to show through the course that there are people doing extremely good work which has followed from the root of their own culture who deserve some attention. It is also a check to say that because a country is poor that aesthetics does not come into the design of its buildings. People need to have beautiful things around them and the architect has to satisfy that symbolic side."

The course will first look at the socioeconomic context of design in developing countries such as the shortage of resources and natural materials like timber and will look at how governments pay for housing. The sophistication of local building skills will have to be taken into account as well as methods. In India 20-storey buildings are constructed using bamboo scaffolding.

The acquisition of specific skills in climatic design, local building

Part 1 award to Part 2. But there is still virtually nothing to meet their special needs apart from a post-graduate course for all planners in the building industry at Newcastle University and an MPH research degree at York University.

This is why the Bartlett school of architecture and planning at University College London submitted proposals under the University Grants Committee's new initiative programme for a one year MSc in building design for developing countries.

The school was given three years' funding to establish the new course, and asked Mr Cho Padamsee, then head of the Bartlett school of architecture, to set it up. For some time as a "hone voice" he has been advocating the need to provide something relevant for overseas students.

He wanted to set up something that

The kind of architecture which is taught in Britain—all plate glass and air-conditioning—can produce some unfortunate consequences for tropical countries whose students have studied over here.

What is suitable for temperate climates may be unsuitable, expensive or just plain dangerous in warmer countries. Builders can find the costs soaring as foreign materials have to be imported and the occupants have to use expensive electrical machinery to churn out cold air instead of using local traditional methods of temperature control.

Prestige is still attached to studying architecture in Britain, though the 'change in fees has made courses in the United States and elsewhere in Europe more attractive. Specialist training is being provided, such as the joint programme by Harvard and the Massachusetts Institute of Technology in Islamic architecture.

Overseas students account for one-fifth of those passing from the Royal Institute of British Architects

Putting the roof on the polys

Karen Gold looks at the development of the Portuguese polytechnics

Unless the French – or anyone else – put a last minute spoke in the political wheel, Portugal will join the European Economic Community in 1986. Later the same year, its first students may enrol in new polytechnics – 10 years after those polytechnics were announced but never opened.

So, teetering on the brink of Europe, the Portuguese polytechnics are making one last effort to analyse what went wrong, and to convince the public, the government, and itself, that the country is capable of joining the European polytechnic club.

Plans to create Portuguese polytechnics emerged around 1976, although in 1972, while the country was still under military dictatorship, there were proposals to turn some specialist colleges into polytechnics. At their own request they turned into universities instead.

The Portuguese revolution took place in April 1974, and two years later polytechnics were on the agenda again. The eventual proposals, boosted in 1981 to answer regional pressure for a wide spread of institutions, were for 14.

They were to combine two kinds of vocational education: teacher training, and technical education in agriculture, business and management, and technology, awarding shorter, more practical degrees (three year bachelor's degrees) than the classical five-year Portuguese *licenciatura*.

The courses each institution offered would depend on the needs of the region around it; admission policy would give priority to local applicants, and applied research and adult continuing education would be provided for the region.

Most of them were to be newly constructed, with loans totalling \$15 million from the World Bank and overall spending between \$25 million and \$30 million from 1981 to 1985. Seven institutions have so far been fully or partly built; four, combining existing colleges, are actually taking some students; three schools of agriculture and one teacher training college: Portugal's polytechnic graduates so far number just 28.

The coming year may see those figures improve. Each designated polytechnic has a planning committee appointed by the regional authority. Staff recruitment has begun and

100 staff, at a cost of \$2 million, have taken MA's in education at Boston in preparation for polytechnic teaching. Several polys are talking about recruiting some students this year; others, and the Portuguese secretary of state for higher education, Professor Virgílio Meira Soares, have their eyes on October 1986.

One of the polytechnics hoping to open this October is at Faro on the Algarve, the site of a recent conference of all the Portuguese polytechnic planning committees.

The Faro poly, which is almost completed will have two schools: technology, business and management, and teacher education. Its director-designate, Professor Lloyd Braga, hopes to take degree students in October 1986, but has plans for short courses starting at the end of this year, including a computing course, quality control, and the national laboratory of civil engineering, and participation in the new \$6 million international airport to be built at Faro.

Staff recruitment began last year, and the poly's adult education activities in the Algarve mountain villages are also being considered. When fully open, Faro will have between 2,000 and 2,500 students Professor Braga hopes, although that will take between six and 10 years.

Faro, with \$1 million spent and two-thirds built, is one of the most advanced of the putative polys and is already raising outside funds. But it too has been plagued by political and economic difficulties of getting their

show on the road. The political uncertainty starts at the top. Portugal has just acquired its ninth secretary of state for higher education since the 1974 revolution; it has had a similar number of changes in ministers of education, and senior civil servants. Each time the policy for polytechnics has had to be reassessed, with several teams only lukewarm about the plans.

Even once legislation for the polytechnics had been passed, there were objections from regional government and from representatives from regions in parliament whose area had not been favoured with a poly. Hence the expansion of numbers in 1981 to appease regional interests, which – once they have acquired their poly – are eager to know when it will open law, medicine and history courses and become a university.

The poly planning committee gathered at the conference were clear that their institutions were not to be universities. (The one planning committee which was heading that way lost its chairman by order of the minister.) But even after 10 years of planning, there is no very clear model and considerable disagreement particularly about the role of teacher education, which several committees would have preferred not to have been included.

Universities and existing teacher education colleges have created other problems: although the universities have not actively opposed the polys they have not helped them; the reason for 100 staff training in Boston was that Portuguese universities, who train all the country's secondary teachers, would not do the job. Many of the existing teacher education colleges were due to be closed down when the polys opened (initially all should have opened by 1984); now they are still recruiting and hope to stay that way.

Finally, there is Portuguese and international bureaucracy. World Bank building loans must be put out to international tender, and spent in the



Building the new Polytechnic of Faro in the Algarve

year they are allocated. Almost every polytechnic that has received international money has not spent it on time and had to hand some of it back. In addition the legislation creating the polys meant all items of spending and staff recruitment had to be approved by the ministry of education, causing endless delays.

The result of this, much bemoaned at the Algarve conference, was a highly demoralized polytechnic lobby. The new secretary of state, committing himself to opening the polys though without a date, said his first job was to improve their morale. He will have to move quickly: staff appointed, tired of delays, are already leaving.

Dr Pinto Andrade, on the planning committee of the polytechnic of Castelo Branco, said at the conference that every time his committee took one step forward it then took three steps back. "The committee is beginning to wonder whether the project is valid and whether the whole thing is justified," he said.

The conference mullied over the need for more administrative freedom, the role of teacher education in the polys, the advantages of having a central coordinating committee (a kind of National Advisory Body) and the need for public relations to the "Portuguese" public. "I knew what polytechnics were,"

It also heard from French, German, Norwegian, Spanish and British (Dr Ray Rickett, director of Middlesex Polytechnic) polytechnic people about how the charmed circle of European manage things. In particular the contrast with Norway seemed crucial: the Norwegians have one third of Portugal's population but the same number of students in higher education. They also have, as Mr Marcel Grütz, a former secretary of state pointed out, a 1 per cent illiteracy rate compared with Portugal's 20 per cent. They also, as no one pointed out but everyone knew, have oil.

The conference agreed a series of recommendations on more autonomy for the new polytechnics, political initiatives, help from abroad in recruiting and training staff, the promise of openings in the high-level stream civil and administrative service for poly graduates to compete with university ones, and better public relations.

As people left, uncertain whether the effort to be real educational Europeans had convinced either the secretary of state or themselves, one planning committee member pointed out wryly that it was all very well to tell the Portuguese populace that polytechnic education was a reality, but there was not much point in marketing something which still did not exist.

Brian Newbould talks about his realizations of three of the unfinished Schubert symphonies

Looking at what might have been...

Our artistic heritage is bestrewn with works which have come to us in an incomplete form. Some capture the public imagination, their magnetism seemingly enhanced by their incompleteness (the *Venus de Milo*, *Edwin Drood*, Michelangelo's *Pietà*, Schubert's *Unfinished Symphony*); others gather dust in archive or attic, known only to the sleuthing connoisseur.

All should be of interest to the student of their respective genre or creator. A work left unfinished by its author invites the romancer to speculate as to what might have been, and why it never was. The exercise of that speculation sharpens the perception, deepens the understanding, and becomes an intrinsic and illuminating part of the work itself.

When that speculation goes beyond the theoretical and takes a practical form – that is, when one tries to "realize" the creator's conception by extrapolating its missing parts – then a whole range of moral and procedural issues present themselves. So why attempt such a thing at all? In the case of those works whose currency as repository-places of their art is not hampered by their incompleteness, the purpose of completing them may be little more than academic. (Constantly sketches, there for all to see in the Victoria and Albert Museum, are thought by some to be better than his finished works.) But if the work in question is not accessible in its unfinished state, then "realization" is a potential means towards "first publication".

This situation is perhaps peculiar to the field of music. Schubert's attempt at a final, tenth symphony has lain in a Vienna library for most of its life, unused except by a few librarians and musicologists, and unheard save by those musicians who can hear through their eyes. Should not those Schubertians who would wish to have access to anything Schubert wrote, but are not gifted with "inner hearing" at night, be given the chance

to experience these last symphonic jottings of the mortally-ill composer? The jottings as such will not be performed. Orchestras do not play sketches. Only a filled-out performing version will bring this precious material to the ears of all.

It follows that the aim of a performing version of a musical sketch should be to present the substance of the original sketch in a setting which enhances it. This means that it should be done with respect for the composer's style, and with discretion. When the conductor Felix Weingartner made a symphony from the sketches of Schubert's Seventh in 1934 it was not clear whether he was trying to produce a Weingartner or a Schubert symphony.

If a Schubert one, we would say he failed: or is it that there can be no perception of style in an absolute sense, and that Schubert's style in the middle of the 19th century will be different from my representation of it, as from Weingartner's, and that all these perceptions are "correct"? In fact one may challenge Weingartner's Schubert, if Schubert it was meant to be, by comparative analysis of harmonic resources and orchestration – an analysis which reveals, for example, that he expected of the brass instruments a range of possibilities which Schubert's brass instruments simply could not provide.

As for morality, if Weingartner did indeed use Schubert as a peg on which to hang his own invention, that implies a moral predicament *sui generis*. Stravinsky's creative reinterpretation of old music is morally different again, not because Stravinsky was a better composer than Weingartner but because after *Pulcinella* one may still turn to Pergolesi: the two things are mutually exclusive alternatives. When Weingartner worked on Schubert's sketch it was not possible for his audience to hear the original Schubert: Weingartner was its sole representative.

A stylistic re-creation made today,



Schubert and Newbould: composer and realizer

honed by the critical responses of a stylistically-aware age (as we judge it), and governed by an overriding intent to salvage part of our heritage according to pure scholarly ideas, appears in principle to raise no moral objections, at least in terms of today's morality. The detailed procedures used, though, still need to be tested by moral as well as artistic criteria.

We may still be troubled by the question "Would Schubert have been happy for posterity to make his unfinished works performable?" Unnecessarily troubled, I think. Given a 30-year rule on British cabinet papers and a 50-year rule for international copyright, then more than a century after a composer's death we may with a clear conscience treat sketches, like letters, as public domain, and effect their publication.

While Schubert liked to settle the final details of a work for himself, and was more painstaking over this than romantic legend has it, he was born into an age which had not totally

forgotten the Baroque attitude to composition, which entrusted a figured bass (an in-built sketch element, if you like) to be "realized" in terms of musical texture by the keyboard player.

Just as in Italian Renaissance art the *concetto* (concept, or intellectual idea) was the important thing, and the "sketch" or "cartoon" could be taken as the authoritative source for a work, so in European Baroque music details of texture and ornamentation would be left to fellow-musicians. Even in Schubert's day, new paintings were sometimes the product of "studio practice", several assistants having a hand in the collective realization of the master's cartoon.

In Schubert's youth, the publication of unauthorized arrangements of works by living composers was standard practice, and it was only a few years after Schubert's death that Liszt was at work making his piano paraphrases of Schubert's songs. Mendelssohn and Brahms, however, observed

proper caution with regard to Schubert's Seventh Symphony. Both of them came into possession of the sketch, and both had the chance to finish it, but neither chose to do so. There are two probable reasons for this. First, they felt protective towards a composer who, even in Brahms's maturity, was still in the position of a living composer in that many of his works lay yet unperformed and his creative personality was therefore only half-known. Second, they were themselves composers above all, and it would be more difficult for a composer with an established style of his own to step outside one's creative persona and try to endue another. (Composers to whom I have put this view endorse it.) Another distraction for Mendelssohn and Brahms was that they had plenty of pieces of their own to compose.

Their absence, had I not seen it in this light, might have dissuaded me from persisting in my venture. But at least I knew more of Schubert's finished instrumental works than could Mendelssohn, who died unaware of the *Unfinished Symphony*. And Brahms can have had few opportunities to hear the symphonies performed. A combination of blindness and responsibility was needed: one must give rein to the imagination, and then question everything the imagination yielded. In the case of the Seventh Symphony, I found the sense of responsibility weighed heavily in two areas: respect for the letter of Schubert's text, and attitude to structure.

In the matter of literal fidelity, I was purist rather than libertarian. Had Schubert returned to his sketch at a later date to complete it, he would possibly have changed some existing details in the light of second thoughts. I saw the changing of notes, "improving" a line or for harmonic convenience or whatever, as being beyond my self-appointed brief. Such licence would entail disproportionate risks of stylistic deviation. A composer's first thoughts are at least characteristic, and we should be aiming to dilute the Schubertian essence as little as possible.

As for structure, again Schubert may on reconsideration have changed things. (His sketch for the Seventh Symphony specifies the work's structure to the last bar.) And again, for similar reasons, I forbore to modify the structure on his behalf. To have made any adjustments, as Weingartner did, would have militated against my prime objective, which was to make Schubert's actual sketch material available to the listener.

It might be said that since, as a natural composer, I denied the natural composer's urge to improve as he completed, my realization was destined itself to be only a sketch. That may be; but it still has more chance of representing the composer's view of the work at some point in time than some hypothetically doctored version, which runs an inordinate risk of representing his view at no point in time. Arguably many early finished works by artists are in this sense sketches, but their creators feel impelled to go on and produce new works rather than go back and revise (or "realize") these earlier efforts.

The author is professor of music in the University of Hull. His realizations of the seventh, eighth and tenth Schubert symphonies are included in an album set, *The Ten Symphonies*, issued by Philips, performed by the Academy of St Martin-in-the-Fields, conducted by Neville Marriner.

David Jobbins describes the consciousness-raising work of the newly-formed National Union of Students' women's unit

Nurturing new inroads on campus

It is more than 100 years since women first won the right to take degrees at a British university, yet the proportion of female undergraduates is still well short of the magic 50 per cent mark. Several universities followed London's lead in 1878, and by the end of the century there were 12 institutions admitting women as full undergraduates eligible for a degree at the end of their studies.

But it was not until the post-Robbins expansion of the 1960s and early 1970s that women began to make the inroads that have brought them to 41 per cent of the university undergraduate population.

But, according to the National Union of Students, Government policies are tending to reverse the tide. Vice president for education, Lesley Smith, says: "At every level of education in this country, ground which was gained by women in the 1960s and 1970s is now slipping away."

Women's studies concentrated on subject areas which are most vulnerable to the restructuring which has been in train since 1969. They made up only 31 per cent of entrants for science courses and a tiny 8 per cent for engineering and technology courses in 1983/84. This is compared with 67 per cent for language courses, 61 per cent in education, and 50 per cent in arts.

Ms Smith says: "There can be no question that the continued denial of equal access to science and technology subjects, and the continued use of traditional teaching methods for maths and computing discriminate against girls. This limits their access to higher education and has a lasting effect on their career opportunities."

This increasing anxiety over escalating educational discrimination is only a part, if a very important one, of the women's campaign which has emerged within NUS, as to other organizations in the last decade.

Defence of the abortion laws, women's safety and entitlement to be free of sexual harassment are issues which affect students as women and involved the women's campaign conveners and the 12 members of the women's committee in inordinate amounts of work. Demands from the 350 women's groups in the colleges were increasing.

Ms Kate Steele one of the conveners and a part time member of the NUS executive, said: "We reached a stage where we could only do so many meetings. The only members of the NUS staff directly involved were women in the training and research departments and this was really not good enough for the needs of the campaign, which had built up quite a momentum."

The initiative for the establishment of a women's unit as a department within NUS came from women's aggregates and was formalized in a national conference resolution in March 1983.

Eighteen months later, the unit was launched and is now solidly launched into bringing sexual politics into the mainstream of NUS work. Why the delay? Vicky Phillips, the third convener with Lesley Smith and Kate Steele, says: "The national union was going through a sticky time, and we were told it was not the time to start introducing new areas of staff work in new areas when there was not sufficient staff in the organization."

There was also some political opposition. Ms Phillips again: "There was the attitude that the whole organization should take on these things and that they should not be ghettoized into a particular unit. The contrary argument was that there was a policy commitment but the resources were not available."

Pushing was eventually found to

appoint the unit's two staff members last August. Women's officer Christie Oldfield, came from the Confederation of Health Service Employees while the unit assistant, Michelle Wickett, previously worked for the Newspaper Publishers' Association.

The unit has a variety of roles but its principal aim can be summarized as consciousness-raising throughout NUS. The unit has been told of only 20 women's officers in student unions, none of them sabbaticals. Only a handful of university union presidents are female.

The establishment of some 350 women's groups is regarded by the conveners and the unit as a response to the low level attitude among many union executives.

A key role is to aid the development of women's groups through providing resources, campaigning and training material. It will also keep NUS policies under review and provide a perspective on all policy developments, and monitor NUS employment practices to eradicate any lingering sexist tendencies.

Sexual harassment has been defined as a priority for the unit, which will aid NUS in trying to establish a code of conduct in conjunction with the teacher unions.

Liaison with outside organizations – trade unions, women's groups outside colleges – is also part of the brief.

Much work went into organizing for the lobby of Parliament on the anniversary of female suffrage last month, symbolic of the overall lack of progress of emancipation in society at large and reflected in education, training and employment.

Christie Oldfield says: "There is no way women have broken down the barriers, and predominantly women are still to be found in the same kind of jobs."



The NUS women's unit: From left, Christie Oldfield, Kate Steele, Lesley Smith, Vicky Phillips and Michelle Wickett

In September The Times Higher Education Supplement

published a 4-page analysis of the joint statement from the University Grants Committee and the National Advisory Body regarding the basis for considering the present and future role of higher education in our society.

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Pauline Stafford

Fighting a common threat with a common front

It is clear from the actions of the University Grants Committee and the National Advisory Body over the last few years that the overt creation of a hierarchy of higher educational institutions is on the agenda. A hidden hierarchy always has existed in the known rankings of institutions and departments; an open one was created in the university/polytechnic college of higher education division. But the combination of teaching and research remained a general principle, albeit always a subject of keen debate in the public sector.

However, the possibility of the separation of these two was always implicit in the creation and expansion of public sector higher education. Such development was frustrated by "separate but equal" slogans of educational apartheid, by the actions of the Council for National Academic Awards in course approval and by the original choice of centres with active research records for designation as polytechnics or colleges of higher education. But the seeds of the current attempts to rank largely by cutting the tie between research and teaching were always present.

Universities long ignored the struggles going on on the other side of the binary line, perhaps arguing cynically that these institutions constituted a buffer against the extension of such harsh realities, certainly aware of the value of distinctions in salary negotiations. But to allow the extension of a principle that teaching and research could be separated was a dangerous move, likely to cross the caste divide with a Government bent on reducing public spending. Universities, like polytechnics, must now face the prospect of research budgets slashed, in some cases even the possibility of "demotion" to all-teaching institutions.

The NAB's recent allocations suggest that it may not be the binary line but other principles which determine where research flourishes in future. If the common threat at last produced a common front in higher education it might have done some good, though all the signs are of a retreat behind the old defensive barricades. It will obviously prompt a vociferous extension of the arguments going on over the past decade in the public sector about the balance of research and teaching within any institution of higher education.

It is a debate involving essential questions of staff development and fulfilment, of the relationship between active research and good teaching. But equally important it must be a debate about the subjects themselves, about the disciplines taught in higher education and the destructive potential of the reputation of teaching and research, a debate involving consideration of the pressures which act to determine the direction of research within disciplines and their future shape and content: a debate in other words, about the impact of teaching on research.

I know little of the internal workings of the pure sciences and the pressures which direct their development. Even as an outsider I can see the importance of an input from teaching into research directed within the social sciences, especially given the growing importance of sandwich courses, recurrent education and continuing education in all these fields. However, important direct funding and direction from industry or the internal development of such subjects may be, the awareness of needs and interests generated in the teacher



Alan Wilson looks at why academics should make a relevant contribution to the outside world

The translation of Professor Jenkins from the University of Leeds to the Bishopric of Durham has provided a potential example of an academic engaging with the outside world. When asked by a radio interviewer to comment on the recent ecclesiastical "debate", he replied that it was not, he hoped, a debate, but a "stirring up".

This is one important role which academics can play. I will try to list others, to comment on how engagement seems to work in practice and to make some proposals for new developments. As academics, we need to pursue these questions: the "relevance debate" will not go away, and unless we can make constructive responses, our paymasters may attempt to reshape our own world.

I need to begin by characterizing, perhaps caricaturing, the central concerns of academics. The prime objective might be taken as the accumulation of knowledge, but in a framework where the processes of accumulation are the most important feature. These processes involve the search for understanding, interpretation, clarity and sometimes utility, but always within a critical framework. This perspective is more useful than one which identifies the central concern as "truth".

A critical stance implies such a concern but also asserts beliefs about the complexity of the world and the inadequacy of languages in representing full understanding. The academic approach has to be essentially humble: what we seem to know about this is... But we have to be careful how we interpret it because... And so on.

The stance is one of critical questioning and freedom to explore. It stands in contrast to the certainties - faiths and acceptances, quick and firm decisions - which are often sought or required of people in their roles and practices in the wider world. But at the same time, academic work is an integral part of that world; academic judgements have to be made about what is interesting and important to work on, and these are in part products of engagement.

The academic abilities which are displayed in these processes are many and varied. They include problem-solving skills; the ability to create imagination; alternative ways of perceiving situations. No wonder the effective academic can stir things up! It should also be emphasized that these characteristics and skills are essentially the same across disciplines and their contribution is potentially valuable in a variety of ways. There is no simple equation, therefore, between science and engineering, say, and "relevance". Indeed, whenever such a notion is heard from government, we should recall the way the civil service structures itself: the highest class is the administrative class, largely made up of arts graduates! Even the economists managed to create an intermediate class which graded them above civil service scientists. Ministers themselves are much more likely to be closer to the arts-based class than the scientific, and this is no accident.

Academic skills, then, involve a variety of imaginative routes to problem-solving, to knowledge accumulation and to interpretation. And the processes involved in developing and extending these skills are the most important characteristics of academic life. It is these skills and processes which represent the heart of what we call research and scholarship: not the final product itself, but the active ability to produce it. It is this kind of research and scholarship which should be at the heart of academic engagement. If it is, we can now explore the roles of academics in the outside world and evaluate critically the performance of these roles.

I can identify in broad terms five kinds of roles which academics play which potentially justify their "relevance". The first of these is, directly, the accumulation of knowledge. A large part of the stock of books and journals is written by academics, much of it is invented and designed by them. Libraries and laboratories are the growing repositories of knowledge. This point is worth emphasizing, if only because it is often neglected, taken for granted in the relevance debate. This expertise can be made directly available through consulting and the more popular media.

The second role is the communication of knowledge and "process skills" to students. A large body of graduates can then take their competence in a

Humble role on the world's stage



Rt Rev David Jenkins: "Stirring up"

variety of "languages", their problem-solving and learning abilities, into the wider world. The effectiveness of academics in teaching will depend on their own active involvement in learning - through research and scholarship in the sense defined earlier; and on their methods. Teaching based on the communication of "facts" will be a disaster, even in the short run as material in all disciplines becomes rapidly outdated. There is perhaps more danger of finding this kind of teaching in the sciences; more critical analysis in social studies; more imagination in the arts. But these are stereotypes and the good and the bad teachers are likely to be evenly distributed.

One test can be applied to the effectiveness of teaching whatever the discipline: do the methods and the material force students to grapple with difficult problems, to achieve understanding, before they can proceed? Or can it be learned, in the old-fashioned sense, by heart? Some disciplines, like mathematics or philosophy, have this feature built into their structures. In other cases, teachers do have to think hard about their methods.

It is probably a safe conjecture to assert that few students will directly use their degree-course material in jobs. It is equally safe to argue that they are guaranteed a successful contribution to the wider world in spite of this if they have been educated in a critical, problem-solving, process-oriented way. The production of intelligent graduates, therefore, is a crucial contribution of academics to the outside world; and the effective execution of this task probably has more to do with teaching methods - a methodology of "stirring up" - than with the content of the courses.

Thirdly, academics play a major role as guardians and gatekeepers. They police examinations from universities to A level boards. They play a similar role in relation to many professions. They predominate on research council committees. They are the main referees for the publishing industry. They even attempt to manage their own system through the University Grants Committee and the National Advisory Body. The variety of contributions of this kind is immense and again, relatively unsung.

Fourthly, academics provide a kind of representative intelligence on an even wider range of bodies and activities: learned societies and the professions; public authorities; politics - local and national; miscellaneous groups; the media. They offer, we hope, knowledge, sense, criticism, novel perspectives, stirrings up. Finally and finally, academics play the role of cultural commentators. At

best, they can link academic and more popular cultures. Economics and engineering departments "balance" the business world. Sociologists, historians, writers and critics all interpret, in different ways, social trends and movements. There is an improved public understanding - or more accurately, sets of partial understandings - of what is going on in the world, how it relates to the past; what the possibilities are for the future.

This all sounds very important and rather grand; but doesn't really square either with the morale of the academic community at the present time; nor with the perception of that community from the outside. So how successful are we? I can attempt some short answers and then make a number of suggestions in areas of weakness.

At present, I would guess that the academic role in the accumulation and presentation of knowledge through writing and related skills remains sound, though perhaps - as earlier articles have implied - involving relatively conservative judgements on occasion because of the way we tend to be bound by our disciplines. I suspect that we have no grounds for complacency on teaching methods. Initiatives are taken from time to time to expose us to new ideas, and there is little response. Our students do not always enter the outside world exhibiting the liveliness of mind which would be possible. As guardians, we are relatively successful; again probably too conservative. As representative intelligence, the influence of academics is considerable if under-sung; though people do now remark, for example, on the proportion of MPs who started life as academics. As cultural interpreters, there is regular evidence of success in media ranging from TV to books to the weekly and Sunday papers.

There is a tremendous variety of successful academic engagement. What, then, the low morale? The poor public image? I would conjecture that the numbers who are engaged are relatively low in both absolute and relative terms. This may be connected to a general lack of mobility among academics. And while the flow of academic activity to the outside world remains substantial, the flow in the reverse direction is almost nil. So there is little public understanding of what academics do and what they could do. This lack may also have an adverse effect on academic institutions in another way: some of the skills of the external world, involving certain kinds of management, for example, are not made available.

So what conclusions can we draw? First, research and scholarship, properly defined, should remain at the heart of the academic enterprise. Secondly, the channels of communications between academia and the world outside are all open but not sufficiently or wholly effectively used. This leads to a proposal. The most effective communication between the two worlds rests on exchange. There have been periods when the exchange has been good, but the rate of exchange was higher, and so was morale.

So rather than worry simply about the scientific research budget and the numbers of science graduates - important though those questions are - why not set up an institution which would encourage exchange: a Council for Academic Cooperation and Exchange. Its main role might be as a kind of employment agency: finding external jobs in industry and commerce for academics to be shared in two, three or four years; and, where possible, vice versa. Some new temporary teaching jobs would be created, I suspect, for young research workers.

If that agency handled 1,000 full-time equivalent jobs a year at a cost, say, of £10,000 per job (to cope with expenses, salary differences public relations), then it would need an annual budget of £10m. In the longer run, I would guess that it could become self-financing. Even in the short run, my conjecture is that that kind of £10m investment will produce a greater return than the marginal changes to research council budgets now being talked about. It would be a piprnick in the total higher education budget. Do we have the collective energy and imagination to try something like this?

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Alastair Fowler assesses the state of English studies during a difficult time

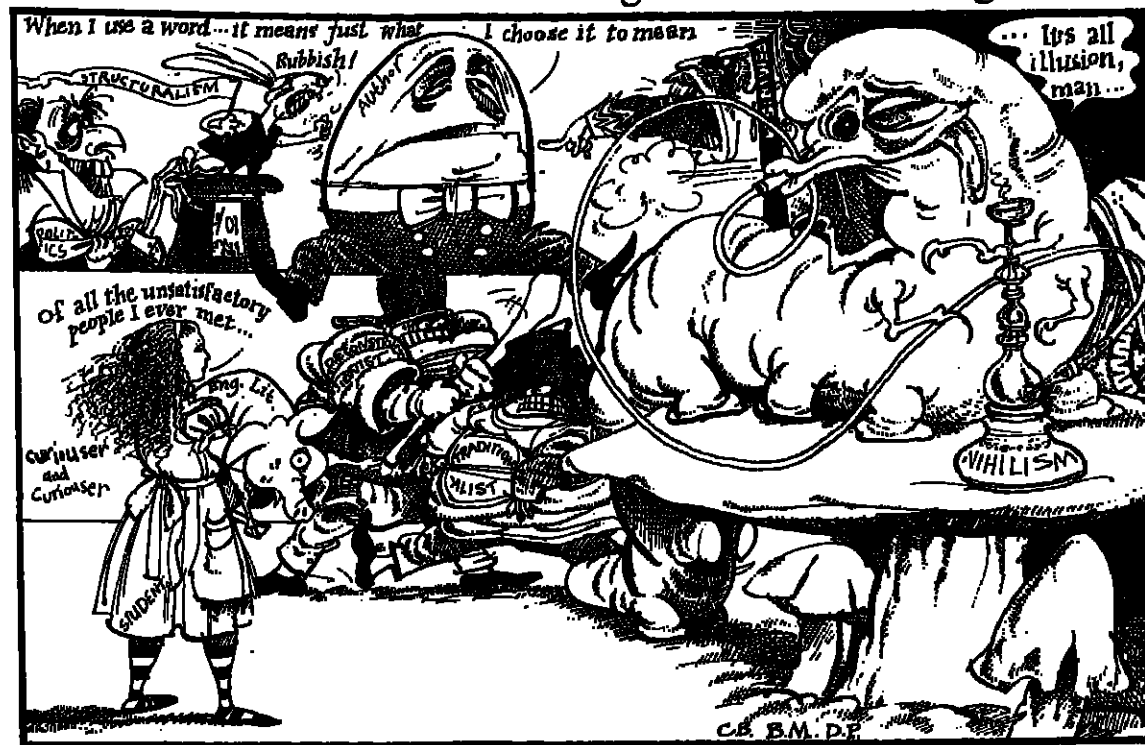
Are English studies in crisis? Surely they are, if there is talk of the death of literature, and if the divide between deconstructionists and traditionalists is too deep for reasoned argument. Or is the crisis talk unreal, mere self-fulfilling rhetoric? Well, it is difficult to say. But not primarily because of literary theories; they have an intelligible place in the subject's development.

The academic study of English literature began not in the late 19th century (as is sometimes stated) but in 1762, at Edinburgh, when Hugh Blair became regius professor of a subject distinct from grammar and rhetoric. Blair's lectures discussed good style and attempted close description (in effect "practical criticism") of texts of many kinds - including historical sermons and legal opinions as well as poetry. He served his society's needs by encouraging clear expression (many of his students were called to the ministry); yet the works he singled out as best were not always ones the establishment admired.

Such activities have continued fundamental to the subject. In the 19th century, however, the literary canon narrowed towards *belles lettres*, while biographical criticism inflated the organ (and favoured Romantic literature). Rhetoric, which had fallen to come to terms with non-rational content, was moribund; and interpretation tended to move too directly from surface meaning to non-literary contexts. Yet Arnold found criticism's direction in seeking "the best that is known and thought in the world"; and in taking moral stances to it that might influence society.

The beginning of this century saw English studies established in universities and colleges. What would be the new subject's role? Would it replace classics in some courses like Greats? Here, events on the two sides of the Atlantic diverged. In America, English came to occupy the central position among the humanities. As a compulsory subject, it grew vastly: departments might include 100 or more faculty members. Both the PhD and the tenure pattern encouraged highly specialist professional studies, often in biographical or source criticism.

In Britain the subject was weaker: less favoured and specialized, if not more amateur. It gained something, perhaps, by being less narrowly focused on imaginative literature. Even so, it had to justify its existence to many who thought classics, or history, a better pedagogic discipline. The



A critical point for literature

English literature scholars responded by oversteering the subject's historical and philological parts.

The Cambridge critics and American New Critics, in their different ways, reacted against biographical irrelevance and philology. They turned away from generic criticism, genre and sources, and focused instead on "the words on the page", "the work itself", and on how the unique work functioned as a machine (an analogy Wimsatt, following Carlos Williams, actually used). What occupied critics now was the problem of meaning. Previously this had been glossed over as critics left hurriedly for biography. But Wimsatt and Brooks rejected this casual expressivism. The reader's role had been neglected; now it was stressed and over-stressed. Criticism concentrated on focusing short texts (taken out of context) and projecting spectrums of meanings - including unintended ones. Producing ambiguities, tensions and paradoxes in maximum quantity, the New Critics could be said to resemble second wave

industrialists.

Concentration on "the work itself" was nevertheless very fruitful, producing much fine criticism. The criticism of this period (say, 1935-55) was eminently discussable and exploratory with students. The New Critics' speculative interpretations were defended in detail against the scepticism of historical critics. Unfortunately, neo-critical theory was rather provincial and weak. In striving to produce a "plenitude" of "rich" significance for an increasingly affluent society, Wimsatt and Beardsley took up some indefensible positions; giving readers every privilege and authors none. Still, they provoked interesting controversies about the limits of authorial subjectivity - how far meaning is determinate, how far fixed by intention, how far explicable by intellectual or social contexts, how far adaptable for new generations.

Meanwhile, F. R. Leavis and his followers (many of them influential in schoolteaching) pressed their austere convinced view of literature, while

other critics preferred a broader formalism. This controversy was less rationally conducted; and Leavis's camp bears some slight responsibility for the subsequent success of more absolutist forms of criticism. For by the 1960s the literary canon had narrowed dangerously; existing sorts of criticism had become over-exacting or repetitive; and movements were arising whose adherents no longer paused to discuss.

The movements of the 1960s and 1970s - Frye's archetypal criticism, structuralism, deconstruction - were all characterized by dogmatic stances. Each affirmed criticism as a separate subject with its own procedures of validation. Criticism was to be autonomous, neither ancillary to literature nor subject to historical arguments from "outside". Pedagogically these movements arouse ambivalent feelings. Their boldness has seized upon certain truths about criticism; yet they are not very helpful to students engaged in interpretation and evaluation.

Some deconstructionists go on to make other constructions or inferences, perhaps (like Eagleton and Jameson) on Marxist lines. But strict deconstruction demolishes such conceptualizations, with their implicit claim to superior knowledge. Its higher aim is to "unsettle" meaning and escape mere concepts. Nevertheless, workaday deconstructionist line production method: Only the product is now demonstrations of ideology.

Deconstruction is tangential to literature. Its subject is rather the style of interpretation itself. It discusses texts merely to demonstrate general errors. Not surprisingly, whereas Derrida or Paul de Man's deconstructions may be brilliant, those of their epigons are a good deal less so. Deconstructive style has not contributed much to teaching. Students' hermeneutic habits are too uniform to need much unsettling. And deconstruction encourages them to dwell on their own styliness, at an age when they need rather to be challenged away from self. At its best it aspires to a culture-free maturity; but it often settles for nihilism.

In any event, British students know little of deconstruction, except for surface tricks like word play; any school of thought that avoids concepts must be esoteric. Nor have they taken much to structuralism. Perhaps they find the jargon rebarbative; perhaps they are tired of seeing the same white rabbit (or red rabbit) produced from different hats. Apart from Oxford and Cardiff and a few other places, structuralism and deconstruction have been only peripheral stimuli in Britain.

In America their local success (for example Yale) has been astonishing, but the excitement seems now to be subsiding into habits such as the automatic rejection of surface meanings. Some scholars put a top dressing of "signs" and "signifiers" on perfectly traditionalist articles, to get them into PMLA. But increasingly there is impatience with labyrinthine regressions of signification. Increasingly there is recognition that free play of meaning is irretrievably rival. And increasing criticism returns to the assumption of authorship - not necessarily to the neo-intentionalism of Hirsch and Juhl, but at least to the view that literary meaning implies a meaning.

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Cutting through the growth

cannon - less insular, less English - based on Nietzsche, Freud and Saussure as much as on imaginative fiction. The true rationale is sometimes less stated. Older literature more obviously resists facile ideological readings, while modern literature's sketches leaves convenient "gaps" for inventing significance. At all events, English studies have shrunk chronologically. Few departments still expect their students to study all periods of literature - and among graduate schools only one I know (Queen's, Ontario). The recession aggravates this tendency.

All who care of literature will regret that criticism is coming to maturity by this particular route. No literary period - least of all the modern - can be seen in its true proportions and character without knowledge of other periods. Besides, this is not a time when we can afford to neglect the great works of the past, with their visions and challenges. Curricular change has not all been contraction. In America, correction of Victorian shrinkage of literature has promoted two decades of new critical - ethnic, political, feminist - literature. It is not unalterable. New curricula were less ambitious than the old; particularly when structuralism was on the menu the range could be blindingly narrow. Literature could mean prose fiction and little more.

Another difficulty is that most of the literature sampled now comes from recent periods, the least difficult to read. Most students choose the Victorian and modern periods and critics follow suit. Many commentators have deplored this sampling rush away from the past, which is a rush also from history. Others put a brave face on things, enthusing about the valid new

ends. Certainly justice demands that we rewrite literary history on a less chauvinist basis. But does this obligate us to dilute literature with dull works? Feminist (or unbiased) formal values may not be quite the same as the old ones, but we still need to be persuaded on some formal grounds that a work merits attention.

The point is a general one. Politicizing of the subject has rendered certain critics incapable of recognizing literature when they see it: made them deny, even, that it exists. And the tendency is now noticeable in schools. Some freshmen come up looking for nothing but politics in literature - and not politics in Arnold's sense, but mere fantasies of apocalyptic Marxism.

To these difficulties we must add strong external pressures, such as the decline of reading and the decline of text-based education in schools. The long delay in recognizing television as a film in separate arts means that within English literature there is a continual anti-textual vector. Such pressures call for a response of increased reading and teaching of literature at colleges and universities; not least at the graduate level. Instead, reduced government support has almost halved some English departments and eliminated their post-graduate teaching.

Cuts in library spending, combined with steep book-price rises, have hit English literature particularly badly. For it is increasingly based on reading. Our material, unlike that of history or philosophy, cannot exist until it is brought into being experimentally by wide, free-quent, prolonged and accurate reading - which in turn necessitates many copies of texts. Current restrictions,

BOOKS

Missing links

Aristotle on Comedy: towards a reconstruction of *Poetics* II by Richard Janko Duckworth, £24.00 ISBN 07156 16587

According to Strabo's story, Aristotle's esoteric works were left in a cellar for centuries, and only by a fortunate accident survived to have their incalculable effect on western civilization, particularly in the fields of theology, logic, ethics, and dramatic theory. Of present Aristotelian corpus contains nearly everything of this kind that Aristotle left, together with the miscellaneous additions of a series of editors. One loss stands out, that of the second book of the *Poetics*. The first book is mainly on tragedy and epic, but Aristotle himself is a witness that he wrote another, mainly on comedy. The fragments of it, as usually printed, come mostly from other works on Aristotle and are woefully meagre.

Richard Janko's attention was accidentally drawn to a piece known as the *Tractatus Comilatinus*, published in 1878 as a fragment of that second book, but since then largely dismissed. He argues that it is a précis of *Poetics* II, and gives us here an amplified text, with translation, full notes, and even photographs of the sole manuscript in which it occurs. It is an early 10th-century manuscript, but Janko plausibly dates the work to the 6th century. He then brings in other related material, and argues that the *Tractatus* is a faithful condensation of a fuller work of which other extracts exist, and which was itself a faithful condensation of *Poetics* II. It is a weakness of his argument that the circumstances in which this intermediate work was produced are not made clear: I think he implies that it came from the circle of Aristotle's close successors. If so, on his hypothesis, the *Tractatus* is with the full original, until that work vanished, perhaps as late as the 6th century. His main argument rests on the impressive similarity in basic structure between *Poetics* I and the *Tractatus*, and he also attacks earlier arguments against the latter's Aristotelian origin, many of which are extremely weak. But it is not easy to get beyond possibilities. Our ignorance is too great.

A more serious difficulty is the *Tractatus*' account of comic catharsis. In the case of tragic catharsis, argument has raged because there are rival plausible interpretations: and the *Tractatus*, if genuine, is helpful here – but the account of comic catharsis is hard to make plausible on any interpretation. Janko translates: "through pleasure and laughter achieving the purgation of the like emotions", and argues that "purgation" here means "innocent mirth". "Innocent" is hardly a word to be used in connection with Aristophanes and his contemporaries, but we do not know whether Aristotle had them in mind or their possibly milder successors of middle comedy, so that may pass. The major difficulty is why, and how, one should need to purge pleasure and laughter. Janko merely suggests that it involves relieving "one's impulse to the immediate display of those emotions in everyday life". I am not convinced, even though Aristotle did say (in *Nicomachean Ethics* and *Poetics* I) that laughter is a "pleasure". The main value of the book is, however, independent of the correctness of its main thesis. Nearly half of it consists of notes full of rich information, for example, on catharsis, some neglected evidence from Olympiodorus and a new papyrus probably by Philodemus.

Pamela Huby

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Bakhtin

Mikhail Bakhtin's writings on culture (see review, right) are the subject of a critical work by Tsvetan Todorov, *Mikhail Bakhtin: the dialogical principle*, first published in French in 1981. In a new translation by Wlad Godzich, Todorov's book is now published by Manchester University Press at £25.00 and \$35.00.



A page from Mayakovsky's "Soviet Alphabet Book" (1919), which appends a propaganda couplet to each initial letter. An illustration from Gerald Janacek's book *The Look of Russian Literature: avant-garde visual experiment 1900-1930*, published by Princeton University Press at £51.00.

Hearing voices

Problems of Dostoevsky's Poetics by Mikhail Bakhtin edited and translated by Caryl Emerson Manchester University Press, £35.00 and £11.00 ISBN 0 7190 1458 1 and 1459 X

Nowadays it is hard to pick up a work of literary criticism published in North America without encountering the name of Mikhail Bakhtin. This is especially true of work on Dostoevsky, of course, Bakhtin's reputation is such that references to him have become mandatory in critical writing on Russian literature, but the same may be generally true of all informed critical work on the novel as a genre. For Bakhtin has posed a challenge to the "whole concept of 'objectivity'". It is a challenge stated with admirable frankness by Wayne Booth in his excellent introduction to this new translation of Bakhtin's seminal study.

In short, what Bakhtin did was to challenge the view that the authorial voice possesses greater value than that of other voices or consciousnesses which comprise the totality of a fiction at work. In Dostoevsky's novels where, in Bakhtin's opinion, such polyphony is to be discerned most clearly, the justice done to life is therefore greater than in the work of other novelists. The irreducible "polyphony" of human life, its multi-centred, multi-voiced character, is best represented in the capacious genre of the novel, and it may also be true, as Wayne Booth claims, that the novel or "fiction of the right kind, pursuing the right tasks, is the best instrument of understanding that has ever been devised." To this extent it is arguable that the polyphonic novel of Dostoevsky may offer us a better understanding of life than any other, since it will achieve a "sublimity of freed perspectives" that no monological view of the world can match.

As must be obvious, Bakhtin's views are not tidy. His work was first published in the Soviet Union in 1929 and then lost to sight during the years of Stalin's ascendancy. It was rescued from oblivion in a second, enlarged edition in 1963 (which forms the basis of the present translation) and two further editions have appeared since. However unorthodox his ideas may be, Bakhtin starts from the assumption that the multi-level, contradictory character of capitalism in Russia when Dostoevsky was writing made the polyphonic novel possible. This can be said to justify his investigation of it principally as a formal phenomenon in literary terms. In the course of his study he makes high claims for the phenomenon of polyphony, tracing it back to the Socratic dialogue and the Menippean satire and pursuing its lineage through medieval "carnivalization" to the work of Voltaire and Diderot. In this way, the genre of the Menippean continues to live in Dostoevsky, so Bakhtin argues. It is a handy and alluring piece of critical speculation which would have been more convincing had not Bakhtin tended to oversimplify the history of

European literature, particularly that of the novel. His claims for the Dostoevskian novel as uniquely polyphonic would similarly seem less arrogant had he been able to demonstrate more clearly, in less general terms, the actual role of polyphony in the major fiction. As it turns out, he is more successful in perceiving, often with great subtlety, the interaction of consciousnesses and the resultant polyphonic characterization in the lesser genres. Perhaps his gravest disservice to criticism has been to make overemphatic distinctions of kind between such supposedly monological novelists as Turgenev and Tolstoy and the polyphonic Dostoevsky, when these are arguably no more than distinctions of degree.

Bakhtin wrote in a polemical spirit during the 1920s, employing esoteric terminology that has proved intractable to earlier translators. This fine translation overcomes most problems. As a result, the reader can now readily participate in what the editor/translator calls a "happy war" with Bakhtin's challenging ideas.

Richard Freeborn

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Higher soap

Great Hatred, Little Rooms: the Irish historical novel by James M. Cahalan Gill & Macmillan, £18.00 ISBN 0 7171 1366 3

James Cahalan rightly says that Irish historical novels, despite their numbers and their popularity, have suffered critical neglect. His book attempts to redress the situation. Though this is a pioneering study, with a good scholarly base, its method is rather rigid: for each of the 15 novels he discusses, Cahalan gives a brief résumé of the life, followed by a straightforward analysis of those novels which he considers of special merit. Sometimes this is warranted, as in his treatment of William Buckley's *Red and the Green* (whose *Red and the Green* is surely one of her worst novels). James Plunkett, Eilis Dillon and Flanagan – with an audible sigh of relief, on the grounds that the last historical novel moves away from enfolding romance to a greater realism. With the exceptions of Buckley, O'Flaherty, and Flanagan (who is American), it is difficult to share Cahalan's valuation of these writers, who all indulge to a greater or lesser extent in what Scott himself called the "big bow-wow strain", in costume-drama and bodice-rippers, in stereotyped characters and the higher soap. Cahalan says of these 20th-century novels: "seek to explore the conflict embedded in Irish history in ways that encourage thought". His book does not demonstrate that thought has been encouraged, but the fault is less his than (with some honourable exceptions) the fault of the Irish historical novel.

Cahalan describes the pattern of historical fiction which the British writers derived from Walter Scott, the broad sweep of events and the use of past to represent the whole. The removal of the "big names" of history to the background, the passive hero, and the mixture of romance and realism: Cahalan is good on the reasons why Irish writers differ from Scott: inevitably, they lacked his confidence in progress and belief in modernisation, and their passive heroes become partisans. While both Scott and 19th-century Irish writers drew

Subverting what went before

Tradition and Desire: from David to Delacroix by Norman Bryson Cambridge University Press, £27.50 ISBN 0 521 24193 6

Endowed with the kind of surname that almost imperceptibly slips into the adjective (Brysonian, like Johnsonian or Berensonian), Norman Bryson has produced three major studies in almost the same number of years. All of them are characterized on the one hand by a defiant insistence upon discussing virtually nothing but the most familiar paintings of 18th and 19th-century France (the present title echoes that of Friedlander's classic study of early 19th-century French painting) and on the other hand by suggestions of esotericism and revelation. *Word and Image*, the first of the three, was prefaced by a passage from Italo Calvino; this latest book carries a page dedicated to four lines from Louis Aragon. The writing often masquerades as "difficult" but is in fact usually simple, given patience, and sometimes brilliant.

It has been Bryson's avowed intent to set the cat among the art historical pigeons. Here he suggests that source analysis has not yet properly begun and tackles the problem of how the artist responds to "tradition". That there is a problem few would doubt. That nobody but Bryson is or has been concerned with it may well challenge. The question leads him to take issue with Sir Ernst Gombrich's account of the function of the schema in artistic tradition. Bryson, with typical elegance and acumen sets the concept of iconoclasm against Gombrich's study of iconoclasm and points out that "once one is alerted to the breaking of tradition that is an intrinsic condition of the forward movement which Gombrich's account celebrates, it becomes possible to view the western tradition as propelled by an iconoclastic impulse as deep as its commitment to realism."

The problem with reading Bryson's work is that while often with good reason and sometimes to good effect he dissociates himself from something he is wont to call normal art historical practice (and I am not sure where he thinks this is to be located, perhaps in

Cambridge?) the whole of the book is dependent upon an unquestioning view of tradition. While Bryson's analysis of how his chosen artists negotiate, subvert and challenge what has gone before (the problem is succinctly defined as "breaking the spell of belatedness") is extremely illuminating the identity and composition of the canon is unquestioned. Bryson also constantly refers to "style" without offering any definition of the term whatsoever. He refers, for instance, to "the whole course of French painting since 1800". Therefore, notwithstanding his protestations, his essay is potentially reactionary. He is, moreover, much closer to Gombrich than he realizes in so far as the object of his examination is the acclaimed work of acknowledged masters – David, Ingres and Delacroix – and he applies to the paintings of his choice a rigorous and searching examination thereby uncovering formulations which once proposed seem inescapable and indeed obvious. As Gombrich firmly put art history by his study of psychology, Bryson seeks to firm it up by his application of a body of theory derived principally from psychoanalysis and psychoanalysis.

Paradoxically the tradition Bryson examines is itself wrested from tradition. Taking his three major artists he nowhere explores the boundaries, the seams between history and consciousness where tradition and its concepts are produced. He has not, therefore, invented a universal method to be applied anywhere with equally rich results. The undergraduate essay "Consider tradition and innovation in the work of..." is certainly due for retirement and Bryson admirably raises questions which he does not answer and the ones that he does raise are not always convincingly answered. Tradition is cumulative and unpredictable, a knowledge of what it can only be reached by examining the boundaries.

If this begins to sound rather grudging perhaps the tone of academic pugilism which at times intrudes in Bryson's text is infectious. The usual complaints made by art historians of Bryson's work are that the author does not consider art works as objects, that he ignores colour, that he does not research and does not know what art historical research has been done and that he does not recognize the historical (ie political) context of the production of works of art. These things do not seem to me to matter. In this instance, Bryson's enterprise is of a different complexion. We should welcome his contribution; it is stimulating, challenging and thought-provoking. While *Word and Image* drew on French post-structuralist theory and particularly on Lyotard's distinction between *discourse* and *figure*, Bryson's approach in *Tradition and Desire* is, as one might guess from the title, informed by a reading of Lacan.

The story of art history since the 1960s has been one of a movement away from the artist as producer towards the object as product of society and towards the viewer as consumer in the historical and in the contemporary sense. With Bryson we are back with the artist again though on somewhat different territory since a profound involvement with psychoanalysis lies behind his work. He has a talent for formulating questions (he makes Ingres's apparently boring portrait of Buonaparte as first consul an object of fascination), for reasserting the obvious, for turning something around and creating simple inversions and plain substitutions, for apprehending the value of the symbolic, all of which is fundamental to psychoanalysis. Above all Bryson is skilled at transposing theory from literature or philosophy to visual images, although his clung of Harold Blum's *Art and the Unconscious* is not completely convincing because, to put it crudely, while most writers are readers, not all artists are viewers.

This is an important book which cuts into the fabric of 19th-century art historical studies. Bryson writes with passion and tenderness and with an unashamed delight in the figurative. His sensitivity to language and his readiness to exploit the interplay of description and association (as in his analysis of the *Self-portrait* of Ingres) are endearing qualities which, on their own, merit human consideration. But it is his serious and what Bryson has to say demands and deserves serious attention and sustained consideration.

Marcia Pointon

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BOOKS

Acts of kindness

In Defence of Animals edited by Peter Singer Blackwell, £15.00 and £4.95 ISBN 0 631 13897 8 and 13896 X

To be clear about things, *In Defence of Animals* is a defence of non-human animals. For the most part, it is a defence of only some non-human animals; and it is a defence of those animals against their treatment by humans in particular, not against their treatment by other animals.

For the benighted, on whom the animal rights movement has as yet made no impact, this readable book provides a swift passage to the heart of its concerns. For the participant, sympathizer or critic, it is an engaging and stimulating progress report. The 15 contributions are assembled into three sections dealing respectively with the philosophy of the movement, the main areas of animal abuse, and the successes and disappointments experienced so far in the attempt to bring about reform. Peter Singer provides prologue and epilogue, and a number of contributors pay tribute to his inspiring work, but part of the strength of the case as presented lies in the varied and independent standpoints of its advocates.

The animal movement of today, compared with the movement of old, has a new, two-edged thrust – one theoretical, the other practical. On the theoretical side, it is urged that consideration for animals can no longer be seen as an option exercised by the kindly, but is an obligation which it is culpable to neglect. However, the rights, despite the fact that such talk arouses strong opposition. Prevailing attitudes are seen to be based on a combination of threadbare ideology and ignorance, against which moral education, never would make much headway; and this helps to explain the recourse to direct action. There are now, as Singer notes, activists prepared to take the law into their own hands.

Tom Regan characterizes this ideology as the view that we are entitled to treat animals as nothing more or less than a human resource. Under this assumption all the specific ills visited upon animals in the form of factory farming, animal experimentation and other practices, with the loneliness, privation, pain and untimely death which these entail, become in principle acceptable, and at best may only be alleviated by acts of "kindness". Thus it is that the British Government as recently as February, 1984, so Richard Ryder reports, sees fit to persist in cruel experiments on animals which inflict severe and lasting pain, provided only that it is not severe and enduring. In addition, the final assault of Dale Jamieson's cool analysis on 2005 is precisely that they serve to reinforce this ideology.

On the matter of ignorance, Marlan Dawkins's sober account of the scientific basis for assessing suffering is lent zest by the case of the prairie dog, which testified in court to their view of men as monkeys as "defeatist". In comparison, Harriet Scheller's schoolboy who thought that steaks were surgically removed from cows, before their return to pasture, may seem just quaint. She and Jim Mason underline strongly the detachment from reality that surrounds the marketing and consumption of meat – George Bernard Shaw's "scored corpses". A realistic perspective on the conditions of animals, on the other hand, is what makes clear, emphatically does not mean imagining ourselves shut up, for example, in a cage. It means grasping what it is like to be the hen or mouse monkey in this situation. And both Mary Midgley and Stephen Clark urge that it is really not so difficult to see that many animals have qualities which, on their own terms, merit human consideration. But it is serious too what Bryson has to say demands and deserves serious attention and sustained consideration.

Although direct action has often prefaced the success of rights campaigns in the past, Clive Hollands makes the important point that governments at large are showing themselves increasingly impervious to ille-

al forms of pressure. Major changes can only be effected by law. That affiliation with a particular party is the most direct route to effecting a change in the law (the tactical claim of one activist). That the animal rights movement has a natural affinity with the particular political stance of the (philosophical) claim of others. Neither claim is convincingly made out. Rather, the wisdom of seasoned campaigner Henry Spira must surely be heeded: "there is no percentage in making anybody lose face... it is good politics to put yourself in the position of those you are trying to change". The successful challenges which he helped to mount in the United States against the Drazite test (on rabbit eyes) and the LD50 test (to find out how much of a substance is needed to kill half of a given population of animals) come across as among the most solid achievements of the movement so far.

It is just as well that "we do not need to know how many individuals have inherent value before we can know that some do" (Regan), for the articulation of a philosophy capable of supplanting the one which prevails is still some way from being realized. There could, for example, be seen to be a deep divide between Singer's emphasis on the moral importance of the quality of a creature's life and Regan's notion of the inherent value of the life of an experiencing subject;

and, again, between both their positions and that of Lewis Regenstein, who attributes a right to life not only to all animals but to plants also. Nor will it do to declare the domestication of animals by humans unnatural, as does Scheller, in face of its being a long-standing and unconscious practice, and hardly a unique phenomenon in the animal kingdom at large. Regenstein, again, endorses the idea of a "distorted" evolution – from what perspective? – and affirms that there is a functioning of the ecosystem which may be deemed "proper" – by what criteria? Some dim idea seems to be operating that the biosphere should contain as many species as possible. But this is hardly a self-evident idea. The last word belongs to the rats. Those who know of the rat's versatility – according to Kromas Lorenz, it is the only creature who will rival the average human at climbing a rope, swimming under water and walking a long distance – may be amused, though not surprised, at these creatures' splendidly defiant response (reported by Dawkins) when confined, and subjected to a steady stream of cigarette smoke administered through a small tube. They bung up the tube with the only material to hand – their own faeces.

Alan Holland

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This wooden model from about 2000 BC depicts servants making bread: one kneads the dough, while the other shields his face from the fire he stokes with a poker. From Carol Andrew's *Egyptian Mummies* (British Museum, £4.95)

Objects of curiosity

Single Lens: the story of the simple microscope by Brian J. Ford William Heinemann, £10.95 ISBN 0 434 26644 5

The microscope has been used as a tool of scientific investigation for over 350 years. From its first beginnings, two versions of the instrument have developed in parallel: the compound microscope, in which the image formed by the objective lens is imaged by a separate lens as an eyepiece; and the so-called "simple" microscope, in which there is only a single small lens.

Many of the early microscopists, such as Robert Hooke (1635-1702), the author of the classic *Micrographia* of 1665, used only the large compound instrument for their studies of common objects at relatively low magnifications. In the seventeenth century these microscopes did not give a very clear image, due to their small aperture. Also, the compounding of optical defects due to uncorrected spherical and chromatic aberrations in the lenses, caused the images they produced to be hazy and surrounded by colour fringes. On the other hand, the simple microscope, which does not suffer to the same extent from these optical defects gives clearer images at higher magnifications.

The simple microscope has, to date, been much neglected by historians of science. It may be, as Ford suggests, that it had a "bad press", and it is almost certainly true that scientists regarded the use of such a simple instrument as being beneath their dignity. But this is probably not the entire story. The simple microscope is much better to use and thus requires less skill and dedication by its users; again, simple lenses of high magnification have a short working distance, making it both difficult to illuminate an object from above, and also requiring the eye to be placed very close to the lens. Such limitations were recognized by the early microscopists: Nehemiah Grew, in his *Catalogue of Rarities* belonging to the Royal Society (1681), writes of microscopes that:

"The advantage of one with more Glasses, is that it takes in a bigger Object, or a greater part of it. Of one with a single Glass, that it shows the Object clearer."

Again, Robert Hooke in his *Cutlerian lectures* of 1679, maintained that simple microscopes:

"do make the object appear much more clear and distinct; and magnify as much as double Microscopes; nay, to those whose eyes can well endure it, 'tis possible with a single Microscope to make discoveries much better than with a double one, because the colours which do much disturb the clear vision in double Microscopes is clearly avoided and prevented in the single."

Despite such comments, the impression arises that the simple microscope

Design concepts

Engineering Design by Gerhard Pahl and Wolfgang Beitz The Design Council/Springer, £40.00 ISBN 0 85072 124 5

At long last there is a growing realization in Britain of the vital importance of good design in our engineering and manufacturing industry. This is reflected in the efforts being made to establish the teaching of engineering design in degree course curricula – a long overdue move which is now encouraged by the Engineering Council's insistence that to qualify for accreditation, courses will have to include a major design activity.

There are many difficulties in providing good design teaching, including the establishment of design teaching posts and the recruitment of well-qualified candidates with postgraduate research and/or design experience in industry. A further difficulty has been the dearth of good up-to-date textbooks in English, which go beyond the detailed design of, for example, machine elements (a collection of mechanical parts which, when assembled, become a whole machine). However, a second edition of Michael Pahl's textbook, *revised Conceptual Design for Engineers*, has just been published by the Design Council.

Those of us who are involved in design teaching have long been aware that there is a strong tradition of engineering design philosophy and concepts in Germany, going back to the classical text by Reuleaux in 1854, which in its English translation became a nineteenth-century designers' reference "bible" in Britain and the United States. The most distinguished exponents of that tradition today are two professors of engineering design (as opposed to machine elements), Gerhard Pahl of the Technische Hochschule Darmstadt, and Wolfgang Beitz, of the Technische Universität Berlin, both of whom have made many important contributions to international conferences.

The publication of a series of their papers in the journal *Konstruktion* in 1972-74 and discussions on the report "Guidelines: design of technical products" for the design committee of the Society of German Engineers led to the publication of their influential book *Konstruktionshandbuch für Studium und Praxis* in 1977. The best contribution the Design Council could make to improving the teaching and practice of engineering design in Britain was to have Pahl and Beitz's book translated – a formidable task, given that many of the ideas are philosophical in concept involving specially coined German words. Ken Wallis of the engineering department at the Uni-

versity of Cambridge and Arno Pomeroy are therefore to be congratulated on a fine translation which reads like an original English text.

The strategy of design is presented under four major stages: clarification of the task, conceptual design, detail design. Although the first two are familiar in British practice, "embodiment" is an interesting term, first put forward by Michael French and given considerable emphasis in this new text, to cover the alternative terms, such as "layout design", "scheme design", "draft design" or "general arrangement". It is thus a phase in the design process in which a more-or-less abstract concept develops into a layout or form that will determine an engineering product in accordance with related technical and economic considerations.

A simple but significant innovation in outlook is to treat all technical systems as involving only three physical considerations: the flow of energy; the flow of materials; and the flow of signals, or information. These concepts, used in conjunction with local considerations and a functional structural tree, lead to well-structured design methods, flow charts, and decision-making trees. These are presented in very well set-out charts and design sheets, which could easily be used by student-designers undertaking projects, or by practising designers in industry.

All this may sound very abstract, but the great strength of the text is that the theory is always profusely illustrated with real product designs and many detail drawings – for example, of a motor vehicle fuel gauge; filling, storing and loading bags of animal feed; a biscuit machine; a potato harvesting machine; and a flow control valve. British designers might find the extensive and rigorous design methodology inhibiting to their innovation and flashes of inspiration, but we all acknowledge the justified reputation of German evolutionary product design, with its superb detail design. As this has led to so many highly successful engineering products, it is worth studying the underlying philosophy – and if necessary adapting and modifying it.

It is a tribute to the fundamental thinking of the authors that their chapter on computer-aided design, which might have dated in the light of rapid development in this field during the past ten years, is still highly relevant. This chapter deals with computer-aided searching, the selection of components, and optimization – all of which are now being actively researched.

Pahl and Beitz's book will no doubt have considerable influence on our young designers. It should be required reading for all staff teaching engineering degree courses in this country.

Joseph Black

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Basil Blackwell

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BOOKS

HISTORY

Labour's Moscow envoy

Stafford Cripps' Mission to Moscow 1940-42
by Gabriel Gorodetsky
Cambridge University Press, £25.00
ISBN 0 521 23866 8
The Second Baldwin Government and the United States 1924-29
by B. J. C. McKercher
Cambridge University Press, £22.50
ISBN 0 521 25802 2

On June 12, 1940 Sir Stafford Cripps arrived in Moscow to take charge of the British embassy. He was not a career diplomat and special arrangements were made for him to keep his seat in Parliament vacant. Cripps was in fact a left-wing socialist who had been expelled from the Labour Party the previous year as a persistent deviant from party policy. 'I shall never rejoin the Labour Party after the way they treated me,' he told Arthur Greenwood's son shortly before finally leaving Moscow.

By June 1940, of course, the wartime coalition government under Churchill was in process of formation and Labour ministers were appointed to the War Cabinet. Nevertheless, the choice of Cripps for Moscow was remarkable. Gabriel Gorodetsky tells us that the Prime Minister's delay in appointing him was 'minimal'. Engaged in the tragic French collapse and the reconstruction of the Cabinet, Churchill only exchanged a few words about it with Halifax, the Foreign Secretary, in the garden of 10 Downing Street and could not spare the time to talk with Cripps himself before he left. Halifax, on whose management of foreign policy Gorodetsky is scathing, was the leading figure, and this is surprising, considering his strong dislike of Russia, and his right-wing politics. 'The diverging views in the [Foreign] Office coupled with Halifax's irresolution made it possible for an outsider like Cripps to leave his imprint.'

But the impetus to set relations with Russia on a new course certainly came from Churchill. The 'ubiquitous' Cripps was a widely known, if not notorious, figure, and a trouble-maker. After his return home from Moscow in January 1942, Gorodetsky says he fancied he might become Prime Minister. When Cripps was pressing the Government to let him come home in autumn 1941, Churchill preferred him to stay in Russia; in London he would profit from the eruption of support for the Soviet Union. Churchill told Eden that 'there will surely be more trouble with Cripps, whose one idea is to come home and play a part here'.

The fact, which was intolerable for the ever active ambassador, was that, for most of Cripps' mission, there was little or nothing for him to do in Moscow, and by the time the Anglo-Soviet agreement - 'an alliance of sorts' - had been signed on July 12, 1941 (the 'high-water mark of Cripps' achievement in Moscow'), differences between Cripps and the Churchill government were too wide for him to handle the questions then arising between London and Moscow. In the period before the Nazi invasion, British policy was a vacuum. What Gorodetsky describes as Cripps' 'opportunism'. But he was unable to fill it by drawing the cautious Stalin into siding with Britain, and Britain would not accept his main recommendation that the future recognition be accorded to Russia's annexation of the Baltic States in 1940. After the invasion, Cripps sought to convert British policy into all-out support for Russia and to work with the Kremlin for a better world. But that, after all, is not the diplomat's job, and in any case the Government in London had problems in its relations with Russia which no one as 'naïve' (Gorodetsky's favourite word for Cripps) as Sir Stafford could understand.



Stafford Cripps (right) with Geoffrey Wilson setting off for Moscow in February 1940.

only abandoned by the Foreign Office and Churchill (who never forgot the ambassador's three weeks' delay in forwarding to Stalin the Prime Minister's warning of Hitler's invasion in April 1941); but also not a single Soviet Minister or high official saw him off, despite his long battle against anti-Soviet forces in London.

When Cripps was in Moscow, the United States was preparing to move into Britain's place as leader of the West. British policy towards Russia was influenced by American ideas, as Anthony Eden's visit to Moscow in December 1941 and his inability to accept Soviet ideas on the postwar settlement in his meetings there showed. In the 1920s, however, Britain had already accepted naval equality with America, and leading British figures like Churchill and the secretary to the Cabinet, Sir Maurice Hankey, resented the way in which ministers deferred to Washington. The big issues in debate between Stanley Baldwin and the second government were formed in October 1924 were arbitration treaties, naval disarmament - how could the formula for battleships agreed at Washington in 1922 be extended to other vessels? - and, later, the terms of British adhesion to the Briand-Kellogg 'no war' treaty. In so many fields: British and American attitudes clashed, to be resolved later by changes in position on either side: the United States opposed blockades, yet supported them when a belligerent herself; Britain wanted certain areas of the world to be exempt from the 'no war' agreement yet complained when America did the same. How far were these disagreements, which wrecked a settlement, 'real', how far pretence for anti-American or anti-British feeling?

Lurking behind all this was the American demand for a big navy, more familiar in Congress than the White House, though President Coolidge succumbed to it in his Armistice Day address in November 1928, when the 'navalist' point in Anglo-American relations was rejected. And behind that was the bitter experience of 1914-17, when Britain suffered American wrath by practising the blockade. B. J. C. McKercher tells the story in all its tedious detail. It set the tone for the 1930s, when America would not cooperate with the League when the international system was under attack and Britain urged Americans off as good for nothing but words. If we could know the future, we would do better. That is as true for Britain in the 1920s as it was in the 1940s.

F. S. Northedge

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Crime figures

Crime in Early Modern England 1550-1750
by J. A. Sharpe
Longman, £5.95
ISBN 0 582 48994 6

Twenty years ago, when Britain was launched into that decade of experiment, innovation, and rebellion, remembered as 'the swinging sixties', a notable transformation was beginning to affect, among other areas of national life, the writing of history. In those years a small number of historians began to expand their areas of study, away from national politics and foreign policy, to write about the histories of women, blacks, crowds and riots, lower-class culture, sport and leisure, popular religion, and urban growth in the social history of crime, and one of their number has now produced a book explaining their methods and summarizing their findings thus far.

As Dr Sharpe observes, the social history of crime in early modern England is not, even now, an overcrowded field. A dozen practitioners scattered in universities throughout Britain, Canada, and the United States have produced barely a score of mono-

graphs and dissertations, and about the same number of scattered articles. But these have opened up a new and significant area of history.

Counting is the indispensable first step in writing the history of crime, and so after chapters considering sources and methods Dr Sharpe guides the reader dextrously through the statistics at thickets and pitfalls of trial records, some interesting conclusions. Early modern England was indeed violently modern standards, 'but not sufficiently so to constitute a society which was qualitatively different from our own'. Serious crime meant theft almost exclusively (some 85 to 90 per cent of serious crime prosecutions), while homicides amounted to barely 1 per cent of prosecutions, sexual offences only 1-2 per cent, and the much-discussed offence of witchcraft was statistically almost invisible. When all prosecutions in all courts are considered most crime was very petty indeed: in Essex during the years of economic crisis 1629-31 there were 66 prosecutions for theft, but 652 for offences connected with drink and alehouses, and 698 for failure to work on the highways. National prosecutions for crime rose during the Elizabethan period to a peak in the early 17th century, but then fell away after the Restoration and continued low during the 18th century, to rise once more only after 1800. And now, strangely, the post-Restoration decline is partly explained by a drop in prosecutions over property offences, these falling in Essex from an annual average of 500 in the 1620s to just 30 per annum a century later. This is a time when England's commercial development was fast gathering pace. Furthermore, despite the great increase in capital offences in the period, hangings fell drastically in the late 17th century. As the author puts it, 'a person accused of felony in Elizabeth's reign stood a one in five chance of being executed; for his/her counterpart under Queen Anne, the chances were more like one in ten'. Mercy tempered justice, Dr Sharpe argues, to encourage the lower classes to accept the legitimacy of their superiors' rule over them, and he speculates that by the 18th century the law may have replaced religion as the greatest holding society together.

Other topics considered in this book include the village context of crime and criminals, the different types and categories of criminal, the 'criminalization of the poor' (and the attendant decline of what is engagingly called 'fur-collar crime'), and the vexed issue of 'social crime'. Very occasionally the author's grip on his subject falters, in discussing contemporary views on the connection between sin and crime for example. But the blemishes are few. Dr Sharpe writes with wit and style, and is not afraid to illustrate a point with a black humour, of which judicial archives offer so many examples. This is a book for the general reader, and the student this book is an excellent introduction, while for the teacher weary repeating Tudors-and-Stuarts it would be a stimulating change.

Robin Clifton

Dr Clifton is lecturer in history at the University of Warwick.

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BOOKS

HISTORY

Living in towns

English Urban Life 1776-1851
by James Walvin
Hutchinson, £14.95 and £6.95
ISBN 0 09 156150 7 and 156151 5

The time when something resembling modern society was taking shape, the time when factory industry and industrial towns were in the brutal vigour of their youth, the time when population first began an explosive increase, is a period that has rightly attracted a great deal of attention from social historians in recent years. Several publishers have independently but simultaneously taken up the excellent idea that the general reader and the student need a digest and synthesis of all this recent work which they can never have the time to read themselves. Penguin is doing it one way, taking the whole of society over a long period; Oxford does it another way, with more strictly defined urban history volumes. Hutchinson, in whose series 'The Social History Of England', this volume appears, has a mixed approach, some centuries given the complete treatment as with Penguin, other periods typically divided. James Walvin is naturally tied to his brief and constrained by the prior appearance in the series of the book on the rural world in the same period; but one cannot help feeling that he might have been more comfortable in another stable.

This is the result of a certain uneasiness about the meaning to be attached to the concept of urban society, and an understandable reluctance to engage in sustained discussion of the characteristics of the secularly urban 'ingredient' for such semantics would be out of place in a work of this kind. It is, indeed, one of the strengths of the book that it refuses to accept any hard and fast distinction between urban and rural and lays emphasis on the continuities in social behaviour and customs from traditional and rural settings to be found in mid-19th-century towns. Again, political activity is rightly presented as a most important ingredient in the properied interest of the Anti-Corn Law League, of the Chartists and the Anti-Poor Law movement; some of it, indeed much of it, may have been carried on in towns, but it was not about towns in the sense in which urban politics is normally understood. Nor are the date limits

altogether to Dr Walvin's taste. To start with a flourish with the American Declaration of Independence is a fine gesture to the North American market, but somewhat meaningless in the context of English urban life, whose history is actually taken up from somewhere in the 1780s and 1790s. The Great Exhibition year of 1851 is as good a date as any at which to end the study, being conventionally taken to mark the beginning of social tranquility after the alarms and upheavals of the 1830s and 1840s. Nevertheless, in many respects, and especially in dealing with the development of popular culture, Dr Walvin cannot avoid plunging deep into the later 19th century - and had he not done so the interesting things he has to say about popular music, sports, or holidays would have been impoverished.

The terminal date of 1851, however, is also justified because the census in that year showed that the English had become for the first time a predominantly urban people. The trouble is that was urban only in the technical sense that more than half the population lived in places which had more than 2,500 inhabitants. In other words the census authorities set the urban threshold very low for the purposes of their calculation, and if the people of small country towns were 'urban' they had, first, been urban for a very long time and were scarcely a new phenomenon of the industrial revolution; secondly, the texture of their urbanity was very different from that of the swarming masses of the great growth towns of the 19th century. The hierarchy of towns ranging all the way from the little market town to the million-peopled metropolis, and while it is inevitable that a compressed account such as this should concentrate on the largest towns where changes were most arresting, it needs to be remembered that the conditions and lives of nearly half the urban population of 1851, that is one quarter of the total population, are effectively outside the purview of this book.

The large towns themselves did not form a single urban class, but differed considerably in economic and social structure, in municipal activity and political behaviour. Quite apart from classification as industrial, commercial, seaport, or resort towns, as regional capitals or satellites, as single industry or multi-occupation towns, two such essentially industrial towns as Manchester and Birmingham had very different kinds of economic organization and social structure. It is again only to be expected that a short book on urban society should emphasize the similarities in the experience of urbanization and seek to distil generalizations about working and living in the large towns which are independent of particular places. Dr Walvin is a careful scholar and acknowledges that 'the process of urban and industrial change served not to make English cities the same, but to make them

different', but he does not have the space to amplify or illustrate that statement, and the individuality of towns is submerged in a picture that emphasizes their common features.

There are, then, several important areas of the history of urban society in this period which are not so much ignored as pushed aside in the interests of presenting a reasonably uncomplicated and brief account. That account is at its strongest in dealing with traditional cultures and their adaptation to urban living, on which there is a judicious, sensitive, persuasively written exposition of all the latest scholarship on schooling, socialization, the family, recreations, and rituals. As we would expect from his previous work in social history Dr Walvin is especially fascinated by children and death, and when the two come together the place of child funerals in working-class rituals is poignantly portrayed. It is hereabouts, and in speaking of the importance of choral music and brass bands in working-class lives, and above all in explaining the tenacity with which people held on to the family as the essential social unit, that the emphasis on continuity through time and across any town-country divide comes as a welcome corrective to many textbook views of the calamitous and totally disruptive nature of urbanization.

The treatment of the more economic side of his subject is less happy, as Dr Walvin does not seem to be at home with occupational statistics. A muddle leads to the statement that in 1851 30 per cent of the working population were adult males, one third were women, and the remaining 35 per cent were children under the age of 15. Child labour, in such an economy, would indeed have been horrendous; and one would wonder what all the rest of the men were doing, living in idleness on the earnings of the women and children. In fact children under 15 formed 35 per cent of the total population, but few of them were working, about 7 per cent of the total workforce to which adult men, restored to their place, contributed 70 per cent. The difficulty is that Dr Walvin believes in his own muddle and remains convinced that 'child and female labour comprised perhaps three quarters of factory labour and a substantial majority of all wage-earners'. Such an alarming distortion of the sex and age structure of the labour force, and the extremely misleading impression of the nature of urban and industrial work which it gives, unfortunately leads to the suspicion that Dr Walvin's valuable and robust urban society rests on an insecure and shaky urban economy.

F. M. L. Thompson

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Leisure pursuit

The Civilization of the Crowd: popular culture in England 1760-1900
by J. M. Golby and A. W. Purdie
Batsford, £15.95 and £7.95
ISBN 0 7134 1412 X and 1413 8

A study of working-class leisure which quotes the views of Roger Scruton with more approval than it does those of Antonio Gramsci is unusual these days. The authors of this readable book challenge the prevailing orthodoxy about popular culture in 19th-century Britain, which they see as one that romanticizes traditional culture, interprets the history of leisure as part of the struggle for control in class societies, and sees the commercialization of leisure in the latter half of the century as a victory over a once independent popular culture. Golby and Purdie have a different story to tell.

The book takes the form of a survey of popular culture during the emergence and maturing of industrial society in England. They cover familiar ground - 18th-century popular culture and its continuities into the next century, the attacks of moral reformers, and the plethora of leisure pursuits that advanced in the 19th century: pubs, cheap novels, football, music hall, gambling, and the rest. By the end of the century we are told, it was commercial forces

not political reform which had reshaped popular leisure. None of this is very new, but the authors do present some sharp correctives to current approaches, as when they show that the middle classes are ignored by the two-tier model that dominates our analysis of 18th-century culture, when they emphasize that the battle against a 'voluntary' popular culture was fought as much within the working class as from above, though they elide too easily the gap between these radical political criticisms and those of middle-class improvers.

As the book develops, however, one realizes that woven through its descriptive chapters is an argument about popular culture that redefines it to mean little more than recreation. The strengths of occupational and work-place culture are thus virtually place culture and the wider resonances of the term culture dismissed. The narrow definition leads to a second crucial stage in their argument, in which rising living standards and more free time produced a culture characterized by commercial provision, increased domesticity, and a by-product of choice rather than necessity. It is consumer choice rather than questions of social relations and ideologies that is the moving force in cultural change, and if what the people chose was to the liking of neither contemporary working-class radicals nor later historians, they freely chose it. 'We would however question whether the popular culture of the day, however commercialized, does not broadly express the aspirations and desires of most men as most men are.' The problem is that the authors have

no new evidence to offer for their views, for the book rests upon a fairly limited range of secondary material and little in the way of new research. When they tell us forcefully that popular culture was usually 'conservative and monarchist in its sympathies' they may be right, but they offer neither arguments nor evidence for this conclusion.

Those seeking a social history of leisure during the period would be better advised to turn to Hugh Cunningham's *Leisure in the Industrial Revolution* (1980), for his study is firmly rooted by an analysis of social history of the period. Cunningham also recognizes the politics within culture, something Golby and Purdie insist upon ruling out of court. Their hero is Mr Punch, 'the indomitable spirit of English popular culture', chauvinistic, hedonistic, violent and anarchic. Yet across the Channel, at the very moment when Chalkbank was drawing the Punch and Judy show that adorns their book's cover, Laurent Mourguet's Guignol, that upright fighter for justice and the Mr Punch of the French marionette tradition, was the hero of the radical workers of Lyon. The difference is a striking one, but it leads us into political and cultural traditions that lie outside the concerns of the authors of this book. By vigorously side-stepping the most interesting questions, Golby and Purdie assert their case but rather limit their subject.

Geoffrey Crossick

Dr Crossick is senior lecturer in history at the University of Essex.

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A.J. Youngman, formerly professor of Economic History, Edinburgh University

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BOOKS HISTORY

Preparing for heaven

The Birth of Purgatory
by Jacques Le Goff
translated by Arthur Goldhammer
Scolar Press, £25.00
ISBN 085967 686 2

The Thirty-Nine Articles repudiated the doctrine of purgatory as "a fond thing, vainly invented, and grounded upon no warranty of Scripture". But belief in purgatory was one of the most powerful forces in medieval society. It constantly entered into the disposal of property. The fires of purgatory fuelled innumerable pious acts, from the building of bridges and hospitals to the foundation and endowment of monasteries. It touched the deepest fears and hopes of medieval people.

The saints, it was well understood, passed straight to the beatific vision in paradise when they died. The wicked who died impenitent were consigned to hell. But what happened to the great majority of mankind, who were neither wholly good nor wholly bad, but who died repenting their sins and trusting in the saving merits of Christ? For many centuries western Christians believed that such people underwent a painful form of purgation or purification after death to render them fit for heaven. It was also believed that the duration of their trial could be shortened and its intensity alleviated by the prayers and sacrifices of the living. This was the conviction that prompted so many donations to monasteries; for benefactors would not have given their property away so freely to support a small spiritual elite if they had not expected perpetual returns from their oulsey: perpetual

intercession for the living and the souls of the dead came to be regarded as the most vital social function of monks, though it is one that is completely ignored by the Rule of St Benedict. Jacques Le Goff's book traces the development of the concept of purgatory from its first adumbration in the writings of the fathers to its complete articulation as a dogma of faith in the 13th century. His central thesis is that purgatory was invented towards the end of the 12th century. He believes that in the hundred years after 1150 western Christendom radically revised the geography of the other world by discovering an intermediate place between heaven and hell, where the dead experienced purgation. This is an important book, but also an irritating one.

As the author shows, meditation on Matthew xlii, 31-2 (sins against the holy Ghost "shall be forgiven neither in this world nor in the world to come") and on St Paul's obscure statement in 1 Corinthians iii, 15, that man shall be saved "yet so as by fire", convinced the Fathers that sins could be remitted in the life to come; and this belief was reflected in the ancient practice of praying for the dead. Augustine, whom Le Goff calls "the true father of purgatory", maintained that purgatorial fire was necessary to punish those who would be saved by their faith but who had not done adequate penance for their sins. Their sufferings could be mitigated by the suffrages of the living. By the 8th century we encounter reports of people who had visited the souls in purgatory in visions. One of them was the report of the Northumbrian Drythelm, introduced in Bede's *Ecclesiastical History*. Evidently the essential ingredients of the doctrine are already here. What then does Le Goff mean by claiming that purgatory was "born" in the 12th century? His point is that purgatory was not regarded as a place before 1170. The important thing for him is its spatial conceptualization.

Certainly the plastic imagination of the 12th century gave the purgatorial process a local habitation and a name. One of the entrances to it was said to be on an island in Lough Derg, County Donegal, where St Patrick had erected



One of Gustave Doré's illustrations to Dante's *Purgatorio*.

a church to guard the fearsome portals. Others located the entrance in Sicily. And popular preaching and pious anecdotes furnished it with a variety of horrors only a degree less macabre than the torments of hell. Alongside this imaginative reconstruction of the world to come, the Scholastics fitted purgatory into the penitential system of the medieval Church. The contrite sinner who died without completing the canonical penance imposed by the church would have to complete the balance in purgatory.

All this is well explained by Le Goff. But now comes the irritating part. Reasonably enough, he asks why purgatory was "born" in the 12th century, in other words why earlier speculations crystallized in this particular form; or as he has it, why the "binary system" (heaven and hell) was replaced by a "ternary system" (heaven, hell and purgatory). He finds the answer in the socioeconomic changes of the 12th century, specifically in the rise of a middle class — the bourgeoisie — between the aristocracy and the peasants. This conditioned people to thinking in threes when they tried to categorize reality and so to construct a triadic universe. Now this is of course pure balderdash. By

attaching so much importance to the spatialization of purgatory, the author has dug himself a pit and fallen into it. Purgatory made no sense in a place. Its definition was only one feature of a coherent theological system the Schoolmen were creating in the 12th century. Its basic component was the notion of satisfaction or compensation embodied in the early penitentials and paralleled in the German law codes; and allied to this the idea of vicarious or transferable merit — an idea intrinsic to the doctrine of atonement. This vital area is neglected by Le Goff. But to his credit, he offers a foothold for the facile cynic who would make purgatory an invention of the clergy for the sake of profit. It was indeed profitable, but as the author observes, it achieved the status of dogma in response to popular demand. After all, to those who recognized the awfulness of the human condition it offered grounds for hope.

C. H. Lawrence

C. H. Lawrence is professor of medieval history at Royal Holloway and Bedford Colleges, London.

BOOKS HISTORY

Naval planning

The Navy and German Power Politics 1862-1914
by Ivo Nikolai Lambi
Allen & Unwin, £25.00
ISBN 004943035 1

In 1900 the Kaiser and his advisers began to implement the first stages of a naval building programme which, once completed, was to provide the German monarchy with no less than 60 capital ships, all of them concentrated in the North Sea. This force was to be used as a diplomatic aid, if necessary, as a military lever against Britain, the first sea power to open the way for a "great overseas policy", as Admiral von Tirpitz, the father of the project, explained to William II in 1899. It was a plan which, had it been carried out, would have no doubt have given the British the jitters. History refused to take the course projected by the German government. Ten years later, when the Kaiser had lost the Anglo-German naval arms race which began in earnest around 1904-5, it was for him and his naval experts to be haunted by the spectre of a naval confrontation with Britain which they knew they would lose.

The calculations behind Germany's shipbuilding programme up to 1908 have been known for some time, but

Lateral thinking

Kingdoms and Communities in Western Europe 900-1300
by Susan Reynolds
Clarendon Press: Oxford University Press, £28.00
ISBN 0191821955

A hundred years ago, Bishop Stubbs took it for granted that modern representative institutions had developed historically from the assemblies of the early Germanic free peasants who had settled in the former Roman empire. Academic historians later became wary of anachronistic interpretations of medieval institutions and more aware of how much the Roman and Christian legacies had strengthened the position of kings and their administrations. Though Miss Reynolds agrees that historical study of the links between kings and their subjects (the "vertical bonds of society") has been "enormously illuminating", she thinks it has been accompanied by a tendency to undervalue the "horizontal bonds" in medieval society.

Her book sets out to show how laymen, without benefit of formal education, were able to engage in collective activities and manage their common interests effectively, even when the members of their groups were not all socially equals, or constrained to do so by formal regulations or "the authorities". Sharing common "values and norms", they were able to act collectively, and not merely in small stable and exclusive groups; in all sorts of different and overlapping groups at once, they relied on affective, voluntary cooperation. By "horizontal bonds", the informal relationships promoted by mere neighbourhood, rather than those imposed or guaranteed by authority; but in the case of groups as large as provinces and kingdoms, "horizontal bonds" suggest the common commitment to their communities of both the spokesmen who were active and vocal, and the majority whose concerns were defended.

Medieval historians have generally recognized the importance of collective activity in the affairs of peasants and townsmen. Nearly half this book discusses their communities, beginning with an essay on the fraternities

and guilds. In this short chapter, Miss Reynolds is at her best in sweeping away misconceptions and showing guilds to be associations created first and foremost by good fellowship (affective bonds), later formalized by oaths and a collective jurisdiction over their members. This "model" medieval association on the smallest scale is followed by chapters on other groups in ascending order of size: parish, village and town. These chapters are presented forcefully and with many interesting details, but they do not break new ground in demonstrating the cooperative activities of small groups. The main point of Miss Reynolds's book is to argue that collective activity was a permanent, lawful and necessary part of all government at every level. The gap between the local communities and the kingdoms she tries to bridge by a makeshift and unconvincing chapter on provinces and lordships, whose participants naturally "interacted with each other less often and in fewer ways" than peasants or townspeople. Her real goal is to establish the importance of the collectivity in the communities of the realm, as the very first word of her title intentionally indicates. In the last quarter of her book, she looks at medieval kingdoms from the communities' point of view.

English historians since Powicke have been sensitive to the problems of the community of the realm in the 13th century. Miss Reynolds tries to show that the English case had many parallels: Scotland, France, Germany, Italy and Sicily. She does not think much of the idea that intellectuals and lawyers changed laymen's "political thinking: at best they found new words for traditional notions. So her discussion of the communities of the realm starts in the 10th century. Since this chapter also deals with some other topics, Miss Reynolds covers a great deal of ground and does not leave herself enough space to do more than state her case. She acknowledges a tendency to exaggerate in order to correct the distortions of accounts too favourable to kings and by arguing a case she necessarily leaves the reader to judge: medieval historians are not usually so partisan.

This book is therefore clearly intended for reading by students of medieval history, but Miss Reynolds may hope for a wider readership. Like Stubbs, she has one eye on the present as she writes of the past. Her very last sentence carries an unequivocal message: "...people then believed that government depended on consultation and consent; and that its object was to achieve a harmonious consensus in accordance with the custom and law of

the whole community". Her geographical range (the "Six" and Britain: to western Europe without Spain) is a curiously late 20th-century entity for someone with interests in medieval "communities". She expresses regret that medieval history has become an "impenetrable" subject for non-specialists and appears to write with the aim of interesting a public with sociological, anthropological and intellectual interests generally. She expects her readers to be familiar with fashionable doctrines, to enjoy arguments, and to "19th-century errors". How well she is likely to succeed with this non-specialist readership, a professional historian is ill-placed to guess, but it would be a mistake for professional historians to think the book was written only for them.

Specialists will want to think over Miss Reynolds's challenge about the general interpretation of political development in the middle ages. But they will find her attempt to deal with political communities in much of western Europe over four centuries in less than eighty pages rather too much like assembling instances that suit her. Her belief that the attitudes of laymen may be considered in isolation from those of the clergy rather dodges the issue of how medieval societies functioned and how "ideas" circulated: they obviously do not lie around waiting to be picked up, as she seems to be saying. Her conclusion, that there was no great divide between the parts of Europe normally thought of as having a Germanic or Roman legacy seems unwarranted on the basis of the cases that she cites. Italian examples do not necessarily indicate a Roman tradition: Italy too had Germanic settlers. She is rather inclined to demolish common opinions about the middle ages without ascribing them to particular scholars. Specialists will also deplore these errors, but will not appreciate being lectured at for their simplicities, like so many undergraduate students.

Her book is argumentative and stimulating; if it succeeds in stirring up a new general interest in the ways ordinary men can manage their own affairs without much help from the educated, she will no doubt be more than satisfied. But it is a little odd that such an intellectual book should be written to prove how ineffectual the learned can be.

D. J. A. Matthew

D. J. A. Matthew is professor of history at the University of Reading.

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HISTORY

Born out of hatred

Independence and Nationhood:
Scotland 1306-1469
by Alexander Grant
Edward Arnold, £6.95
ISBN 0 7131 6309 7

Scotland is a small country. In the middle ages, it was also a land of few resources. Much of the surface was poor soil, upland and moor which could never support many people. Its greatest medieval population was probably around a million, much the same as the best available estimate for the early 18th century, and not much less, as Dr Grant points out, than the number of people who now live in the Scottish countryside.

It was also in the later middle ages a country under threat of attack. 'The dominant feature of Scottish history in the period of this book,' writes Dr Grant, 'is war with England'; a war which began in 1296 with Edward I's attempt at conquest, and which only

gradually petered out as English kings and nobles found a more attractive object for their aggressive instincts in France. After 1357, when David II was released from English captivity, Scottish independence was hardly in doubt; though the occasional English invasion remained a possibility till the mid-16th century.

One consequence was that Scottish nationhood was born out of hatred of the English invader. A national literature emphasized the independent origins of the Scots: Scottish chroniclers spent more space on the adventures of the mythical Egyptian princess Scotia on whom they projected their identity than they sometimes did on things they knew at first hand. Barbour's *Bruce* exalted the heroes of the wars of independence, and vilified Edward I who was blamed for everything that followed. Scottish nationalism has never outgrown the hostility to England in which it originated.

Traditionally late medieval Scotland has been seen as a place of violence and disorder, a land of over-mighty subjects and weak kings. The truth, Dr Grant suggests, is not so simple. Scottish kings certainly lacked the massive apparatus of the medieval English bureaucracy. Government was local, regional rather than centralized. The nobles' lands and authority were more concentrated than in England, so that a region was often dominated by a single family, through whom power was felt. Yet this did not mean that Scottish

kings could not govern. They seldom raised extraordinary taxes, and when they did it was, at least in theory, to pay ransoms or 'contributions' to 'peace' to England. They had to live on their regular income, but small as this was it was sufficient, and the Scottish parliament never had the chance to exploit the power of the purse. The kings could not pay for a large army, but the nobles could, and at no cost to the crown, an army which matched the English invaders and maintained the integrity of the nation. The nobles carried much of the burden of government, but the kings remained in control. It was in England that kings faced the threat of deposition by their barons. Richard II was overthrown by Lancaster; James II had little difficulty in destroying the power of Douglas. Dr Grant emphasizes the stability of Scottish politics, not that of the English.

This is a notable attempt to understand a period that has often been dismissed as brutal and ungovernable. It should be read, not just by Scots, but by everyone who wants to know more about medieval Scotland. Scottish history has much to teach about the workings of power and authority in the Middle Ages.

Bruce Webster

Bruce Webster is senior lecturer in history at the University of Kent.

The ruling class

Ruling Russia: politics and administration in the Age of Absolutism 1762-1796
by John P. LeDonne
Princeton University Press, £43.10
ISBN 0 691 05425 8

In 1762, when Catherine II seized the throne, the administration of the Russian empire was centralized, very small in terms of the population it ruled, and territory it attempted to control, and in many ways chaotically inefficient.

The entire provincial administration of this enormous empire may then have numbered less than 1,200 government-appointed officials of all ranks. A wide range of administrative bodies had treasuries of their own, and collected revenue for their own purposes.

The government had no clear or reliable information about the extent of either its income or its expenditure. When Catherine died in 1796 a series of ambitious efforts at improvement of the provincial reform of 1775, the police ordinance of 1782, the characters to the nobility and the towns of 1785 - had achieved remarkable though by no means complete success. The size of the administrative machine had grown spectacularly; in central Russia for example the number of officials concerned with the law courts and the administration of the law had

increased almost twentyfold. By 1765 the Russian government had for the first time a reasonably clear picture of its normal revenue and expenditure, and by the 1780s it was possible (largely through the efforts of the Procurator-General, Prince Alexander Viazemskii, the outstanding figure in this saga of administrative improvement) to compile for the first time an annual national budget.

It is these changes which are described in this very detailed and scholarly book. Professor LeDonne has been publishing important articles on various aspects of the subject since the early 1970s and it is good to see the subject of his many years' work, much of it in the form of articles, brought together in this way. It cannot be pretended that the book is always easy reading. The density of the detail it provides and the complexity of the administrative system it discusses make this impossible. But it is by far the most complete treatment of its subject now available in any language and it is difficult to imagine that it will be superseded in the foreseeable future.

Throughout Professor LeDonne places administrative change firmly in its social setting. He sees the reforms of 1775-85 as a great process of decentralization, a shifting of much decision-making from appointed officials at the centre to elected representatives in the provinces. Both of these groups were drawn from the privileged landowning ruling class; and the multiplication of government posts was important not merely in administrative terms but as providing a very important source of employment and

income for members of that class. In the higher and even the middle reaches of the administrative pyramid appointments were still heavily influenced by the patronage wielded by great noble families and the factions and alliances which they formed: this is one of the most interesting aspects of the subject though one which, perhaps because of the inherent difficulty of obtaining detailed information, is not greatly developed here.

This was, then, a totally class-based and class-biased system. The book's conclusion that Catherine's reforms, whatever their merits in administrative terms, 'created the institutional framework for the systematic exploitation of the peasantry' is, in my view, too difficult to refute. Only under his son Paul I did some real effort begin to reassert the interests of the state, and therefore of the population in general, against those of the landed nobility. Only during the first decades of the 19th century did a true bureaucratic class, still recruited overwhelmingly from landowners but with a wider and less class-bound outlook, begin to emerge. Of the workings of government in Russia before these processes had got under way this book presents a picture which is highly scholarly, very detailed and in general very convincing.

M. S. Anderson

M.S. Anderson is professor of international history at the London School of Economics and Political Science.

A dusty corner

Historians and the Law in Postrevolutionary France
by Donald R. Kelley
Princeton University Press, £22.40
ISBN 0 691 05428 2

The revival of history-writing in the early 19th century was especially marked in France after 1815, and liberal historians like Guizot and Thierry, who celebrated the rise and triumph of the middle class, had a far-reaching influence.

But these men are not Kelley's subject. He is concerned with historians of law, none of them particularly well known, and with the influence in France of the German 'historical school' of law led by Savigny, which argued that law was a living organism which could only be understood by studying its origins and evolution. France might be thought unpromising territory for disciples of Savigny after the rude breach of historical continuity in 1789, and the institution of the Napoleonic codes, which claimed to found law on rational, universal principles. Kelley shows, however,

that French legal thinkers were anxious to reestablish continuity with the ancient régime, and commentators on the codes began to interpret them historically with reference to both Roman and traditional French law.

Kelley argues that law in this period made a bid to be the central mode of thinking about social science. The history of private property, in particular, raised contentious questions about the nature of post-1789 society, and there are interesting sidelights on the early thought of Marx and Proudhon; but as these names suggest, it was economics which was to prove a more dynamic explanatory science.

Many of the figures studied by Kelley were practising jurists, whose interest in history arose from pride in the traditions of the French legal school, and remained somewhat superficial, even those who were primarily scholars do not seem to have produced works which rivalled the German school in importance. Nor did they have any theories of striking originality. This comes out by default when Kelley discusses Jules Michelet, the only major historian covered: his praise on Michelet's *Origins of French Law* crackles with life, because of the ideas which the subject suggested to Michelet's fertile imagination. They are a reminder that the study of law, like that of comparative religion, could give 19th-century historians the kind of

insight into the social structures and mentalities of the past which social anthropology has given more recently.

Kelley argues that the legal historians of this period have been unfairly overshadowed by the Civil school, and that they laid solid foundations for the scholarship of later years. This may be, but one is still left, feeling that this is a dusty corner of intellectual history. The German legal historians, after all, owed their fame and influence to the connection between their doctrines and the German national revival; but in France it was the liberal school, with its emphasis on progress and class conflict, whose interests engaged with the vital contemporary debates on politics and social evolution.

Robert Anderson

Dr Anderson is senior lecturer in history at the University of Edinburgh.

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The Peculiarities of German History: bourgeois society and politics in nineteenth-century Germany
by David Blackbourn and Geoff Eley
Oxford University Press, £19.50 and £7.95
ISBN 0 19 73058 6 and 873057 8

This book is the enlarged and modified version of a 140-page tract which appeared in Germany in 1980 under the title *Mythen deutscher Geschichtsschreibung* ('Myths of German History-writing'), and which immediately embroiled its two authors in an angry academic storm. In it Blackbourn and Eley challenged what they felt to be a post-1945 orthodoxy about Germany's failure to develop along 'normal' western lines into a liberal parliamentary democracy. Many earlier assumptions - about the peculiarities of the German mind, the 'manipulatory' powers of the entrenched, pre-industrial elite, the failure of the bourgeoisie to achieve a 'Gladstonian-liberal' political order before 1914 - were subjected to a searching inquiry, in the course of which the authors advanced certain important counter-arguments.

In the first place, Blackbourn and Eley pointed out, the supposed 'normal' of a successful bourgeois revolution in, say, Britain is a misleading notion of that country's 19th-century history, where a fully-fledged parliamentary democracy, dominated by a triumphant middle class, simply did not exist. Second, the German middle

classes themselves did achieve impressive advances, if one turns one's eyes to the codification of the civil law, the growth of associations, the development of city politics, changes in dress, public events, housing, the role of the market, and so on. Having achieved satisfaction in these realms, many of the bourgeoisie were not eager to push for political changes which would only benefit the more numerous working classes; they were therefore perfectly rational in joining with (rather than being 'manipulated' by) the Junker elites in opposing constitutional changes. There was no inevitable, causal link between being bourgeois and also being liberal and democratic; nor, finally, between these rational calculations and the death-camps of Auschwitz.

The German-language version, more tersely written, gave many readers the sense of a younger generation's irreverent assault upon scholars who established themselves in the 1960s (especially the so-called 'Kehritze' school of critical historians around Hans-Ulrich Wehler). It is also fair to say that the book was misinterpreted both by some members of that school, and by traditional critics of it. In *The Peculiarities of German History*, by contrast, Blackbourn and Eley develop their arguments at more length, and with more subtle (and conciliatory) reasoning. What they are out to do, they say, is to add to the debate upon the characteristics of German history, to suggest nuances of interpretation in the place of the earlier broad generalizations and - most important of all - to stimulate a discussion upon what is the 'normal' development of western, capitalist societies. German politics and society were unique, they readily admit, but so were (and are) those of all countries. On the other hand, Germany was often similar to, or even regarded as more advanced than Britain and France in certain respects before 1914: education, social provision, industrial efficiency, and so on. The point is that sweeping claims about 'backwardness' and 'specialness' need much tighter definition: in what specific ways

was one country less advanced than another? And what normative criteria are being used to make judgements about Germany's *Sonderweg* ('special path')?

It is precisely because Blackbourn and Eley wish to push the debate upon the 'peculiarities' of German history further that this book can be so warmly welcomed. It makes no effort to be conclusive or comprehensive in its coverage, and it still seems to me a possible weakness that the authors have not attempted much analysis of those important political-constitutional areas in which Germany was very definitely considered 'backward' by 19th-century liberal opinion (for example: was there conscription? Were there freedom of the press? Were the landed classes taxed? Did a civilian, elected government, and a parliament, control decisions on peace and war? What were the powers of the police?) But since Blackbourn and Eley wish to extend the terms of the debate, as well as to lay bare the criteria and assumptions scholars are using, they can only regard counter-proposals and (reasoned) criticism as helpful.

One final remark is worth making. Although *The Peculiarities of German History* is very well written, it is hardly a work for undergraduates unversed in the previous debate; simply to get their own arguments flowing, Blackbourn and Eley have assumed a certain degree of knowledge on the part of their readership about Germany's historiography, about historical theory and methodology, about Ranke and Marx, Weber and Gramsci. To those acquainted with the terms of the debate, however, this is one of the most consistently intelligent and thought-provoking books to appear on German history in the past decade. The discussion over Germany's *Sonderweg*, which was in some danger of becoming moribund, has now taken a new lease of life.

Paul Kennedy

Paul Kennedy is Dilworth Professor of History at Yale University.

whom they probably shared the idealized notion of a nation of small producers. But their notorious refusal to doff their hats or acknowledge titles, and their status-free mode of dress, were affirmations of a belief in human equality which was one of the Quakers' principal contributions to the English Revolution.

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Keith Lindley is senior lecturer in history at the University of Ulster at Coleraine.

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In The Workshop of History

FRANÇOIS FURET

Translated by Jonathan Mandelbaum

Those concerned with the practice of history as a discipline and as an intellectual activity will be intrigued by the view of history that François Furet offers in this collection of essays - only a few of which have been previously published in English.

After twenty-five years as a professional historian at the Ecole des Hautes Etudes and in the ranks of the Annales school, Furet sets out to re-examine the methodological and intellectual cleavages that exist today among historians. Furet believes that these distinctions can best be grasped if one views history as a field bounded at either end by two ideal types: at one end, the history of periods, chronological narrative, the empiricism of 'facts' as opposed to preconceived ideas; at the other end, problem-oriented history, the analytical examination of a question as a substitute for the supposed coherence of a 'period', the analytical examination of historical experience by means of a theory or an idea.

Furet's own work leans toward the second kind of historiography and these essays illustrate the breadth of his approach. Furet's discussion ranges through the emergence of history as a discipline to a series of essays examining two contemporary fields from the historian's standpoint: America today and the Jewish experience in the late twentieth century.

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The Librarian

The post of University Librarian becomes vacant following the appointment of the present Librarian, Mrs E.A. L. Estlin, BA, ALA, FRSA, as Chief Librarian of the National Art Library at the Victoria and Albert Museum.

The University Council wishes to appoint a successor as soon as possible, and invites applications from graduates with professional qualifications and considerable experience. The appointment will be on Grade IV of the national salary structure for Senior Library Staff.

Copies of the Further Particulars for this position may be obtained from the University Secretary (CVS), University of Surrey, Guildford, Surrey GU2 5XH, or by telephone, Guildford 571281, Ext. 833. Applications in the form of a curriculum vitae, together with the names and addresses of three referees, should be sent to the same address by 31 March 1985, quoting reference 354.

UNIVERSITY OF SURREY

GRESHAM COLLEGE
IN THE CITY OF LONDON

Applications are invited for a post at Senior Administrative level in the Academic Planning & Administration office of the College.

The College, recently re-established in close association with the City of London, offers a wide range of courses at Post Graduate level, many of which meet the needs of the City in its local, national and international aspects. Applicants should have a good first degree, experience of administration, preferably in higher education and the ability to develop new ideas in an expanding College.

The salary will be in the range of £8,920 to £12,150 p.a. plus a London allowance of £1,200 p.a.

For an application form please contact Miss Carol Dulling, Telephone no. 01 493 0353.

University of Exeter
LECTURER IN STATISTICS
LECTURER IN OPERATIONAL RESEARCH

Applications are invited for the above two posts in the Department of Statistics and Operational Research from 1st October 1985.

Candidates will be expected to make a significant contribution to the Department and to take a leading part in the teaching programme. They should have a first degree with honours in Statistics and Operational Research, and a postgraduate qualification in one of these subjects. They should also have a good knowledge of English and a good command of the English language. They should be able to teach and supervise students at both undergraduate and postgraduate levels. They should also have a good knowledge of the English language and a good command of the English language.

Further particulars may be obtained from the Department of Statistics and Operational Research, University of Exeter, Exeter, Devon EX4 4JF. Applications should be sent to the Department of Statistics and Operational Research, University of Exeter, Exeter, Devon EX4 4JF. Closing date: 31st March 1985.

University of Bath
LECTURER IN RUSSIAN

Applications are invited for a post at Lecturer level in the Department of Russian Studies from 1st October 1985.

The successful candidate will be required to teach at both undergraduate and postgraduate levels. They should have a first degree with honours in Russian Studies, and a postgraduate qualification in one of these subjects. They should also have a good knowledge of the English language and a good command of the English language.

Further particulars may be obtained from the Department of Russian Studies, University of Bath, Bath, Avon BA1 1AT. Applications should be sent to the Department of Russian Studies, University of Bath, Bath, Avon BA1 1AT. Closing date: 31st March 1985.

UNIVERSITY OF SALFORD
DEPARTMENT OF BUSINESS AND ADMINISTRATION
TEMPORARY LECTURER IN CORPORATE STRATEGY

To teach at both undergraduate and postgraduate levels and to contribute to research within the Department. Candidates should possess appropriate academic qualifications and have strong teaching and research interests in Corporate Strategy and Business Policy. Relevant business experience at a senior level would be a particular advantage. Appointment will be for three years in the first instance with possibility of renewal.

Salary range £7,520-£14,925 p.a., USS benefits.

Further particulars and application form available from the Registrar, University of Salford, Salford M6 4WT (tel: 01-736 5840, Ext. 215) to whom completed applications should be returned by 29th March 1985 quoting reference number SA/HT/THES. (020024)

Southampton THE UNIVERSITY
DEPARTMENT OF ADULT EDUCATION

Applications are invited for the post of

Lecturer in Adult Education

to specialise in organisation and management in adult continuing education mainly in post-graduate studies. The ideal candidate will have a first degree in one of the social sciences, together with a post-graduate degree in education, and a minimum of five years' experience in the field of adult education. An interest in organisation theory as applied to adult education, and the ability to develop it, will be essential. Experience should preferably include work in public sector adult or further education. Relevant experience in teaching organisational management studies as applied to education would be an advantage.

Salary scale £7,520-£14,925 p.a. plus USS benefits. Further particulars may be obtained from Mr. D. W. Powell, Staffing Department, The University, Southampton SO9 5NH, or by telephone, Southampton 809 5NH, not later than 1st April 1985, quoting reference number 180/A. (020045)

Southampton THE UNIVERSITY
DEPARTMENT OF POLITICS
Temporary Lectureship in International Relations

Applications are invited for a two year Temporary Lectureship in the Department to assist in the teaching of International Relations. The post arises from the need to allow certain of the existing staff to concentrate upon a major research project into International Relations funded by the Ford Foundation. Candidates should be able to teach one or more of the following subjects: International Relations, International Law, International Politics, International Economics, International History, International Geography, International Sociology, International Psychology, International Philosophy, International Literature, International Art, International Music, International Dance, International Theatre, International Film, International Television, International Radio, International Press, International Journalism, International Public Relations, International Marketing, International Management, International Accounting, International Finance, International Banking, International Insurance, International Shipping, International Transport, International Communications, International Information Technology, International Environmental Studies, International Health, International Education, International Development, International Human Rights, International Humanitarian Law, International Criminal Law, International Tax, International Labour, International Trade, International Investment, International Intellectual Property, International Cultural Heritage, International Archaeology, International Anthropology, International Linguistics, International Archaeology, International Anthropology, International Linguistics, International Archaeology, International Anthropology, International Linguistics.

Further particulars may be obtained from Mr. D. W. Powell, Staffing Department, The University, Southampton SO9 5NH, or by telephone, Southampton 809 5NH, not later than 1st April 1985, quoting reference number 180/A. (020045)

UNIVERSITY OF EAST ANGLIA
Norwich
TEMPORARY LECTURER IN NORWEGIAN

Applications are invited for the above post for the Autumn Term 1985 (October-December). Previous experience in teaching Norwegian language to honours degree level and 1800, particularly nineteenth century Dano-Norwegian literature and history is essential. Salary per rate for three months within the range £7,520-£14,925 p.a. plus USS benefits.

Further particulars may be obtained from The Secretary and Registrar, The University, Southampton SO9 5NH, to whom applications (7 copies) should be sent before 31st March 1985. Ref No. 85/17 AJS. (020047)

The Flinders University of South Australia
RESEARCH ASSOCIATESHIP

Applications are invited for the above named position, tenure at the Flinders University of South Australia, Adelaide, South Australia, for a period of up to a maximum of three years. The candidate should have a first degree with honours in a relevant field, and a postgraduate qualification in one of these subjects. They should also have a good knowledge of the English language and a good command of the English language.

Further particulars may be obtained from the Department of Research, Flinders University of South Australia, Adelaide, South Australia, for a period of up to a maximum of three years. The candidate should have a first degree with honours in a relevant field, and a postgraduate qualification in one of these subjects. They should also have a good knowledge of the English language and a good command of the English language.

Further particulars may be obtained from the Department of Research, Flinders University of South Australia, Adelaide, South Australia, for a period of up to a maximum of three years. The candidate should have a first degree with honours in a relevant field, and a postgraduate qualification in one of these subjects. They should also have a good knowledge of the English language and a good command of the English language.

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UNIST
University of Wales
ARCHITECTURE LECTURER

Salary: £7,520-£14,925 per annum

Requests (quoting Ref. C37) for details and application form to Staffing Office, UWIST, PO Box 68 Cardiff CF1 3XA.

Closing Date: 29 March 1985 (020000)

Further particulars may be obtained from the Department of Architecture, UWIST, PO Box 68 Cardiff CF1 3XA. (020000)

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University of Oxford
St. Hugh's College
TUTORIAL FELLOWSHIP IN ENGLISH LITERATURE

Salary: £7,520-£14,925 per annum

Requests (quoting Ref. C37) for details and application form to Staffing Office, UWIST, PO Box 68 Cardiff CF1 3XA.

Closing Date: 29 March 1985 (020000)

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Polytechnics continued

ASSISTANT DIRECTOR (Resources)

Applications are invited for the post of Assistant Director (Resources). Bristol Polytechnic occupies a major new campus on the northern fringe of Bristol and additional sites within the City. It has 5,400 full-time students from the country at large and from overseas, and 7,800 part-time students drawn from a radius of at least 80 miles. The gross annual budget is over £22m. Links with industry, commerce and the professions are particularly strong.

The post carries responsibility to the Director for all matters relating to financial planning and budgetary control, the allocation of financial resources and the monitoring of the effective use of such resources. Candidates should have, therefore, substantial relevant experience and qualifications in financial planning and management. Experience in a senior post in higher education would be an advantage.

Salary scale £22,419 to £23,292 per annum

For further details and an application form please contact the Personnel Office, Bristol Polytechnic, Coldharbour Lane, Frenchay, Bristol, or Ring Bristol 656261. Ext 216 or 217. Closing date March 26th, 1985.

Please quote Reference Number L/152 in all communications.

Bristol Polytechnic



SENIOR CAREERS ADVISER

PO (37-40) £11,259-£12,243 per annum

To be responsible for the overall direction, and day-to-day running of the Careers Advisory Service. Duties range from managing a team of Careers Advisers to conducting career counselling interviews.

The successful applicant is likely to be an honours graduate with previous experience at a Senior level in industry or commerce. Candidates should possess an appropriate qualification and/or previous experience of Careers work within Higher Education. A knowledge of microcomputers applications in office systems would be an advantage.

Further details and form of application are available from the Staff Officer, Trent Polytechnic, Burton Street, Nottingham NG1 4BU.

Applications to be returned as soon as possible.

TRENT POLYTECHNIC NOTTINGHAM

THE HATFIELD POLYTECHNIC Post Doctoral Research Assistant Astronomy

Applications are invited for the above post, which is funded by the SERC. The research associated with this post will mainly involve photometric and polarization studies of active nuclei at both optical and infrared wavelengths. The appointment, which is for a maximum of three years, would start in September 1985 at an initial salary of £26,010 plus £250 local weighting allowance. (The salary is likely to be revised from 1 April 1986.)

Further details and application forms may be obtained from Dr J. H. Hough, Physics Group, The Hatfield Polytechnic, PO Box 109, Hatfield, Herts AL10 9AB, or telephone Hatfield 79802.

Please quote reference: 892.

Completed application forms should be returned within four weeks of the date of this advertisement.

COVENTRY (LANCHESTER) POLYTECHNIC

Applicants must have a good honours degree in a relevant discipline together with suitable teaching and/or industrial experience.

Production Engineering Lecturer Grade II/Senior Lecturer (2 posts)

Experience in manufacturing systems management or manufacturing systems design including a background in software associated with the control and monitoring of these systems.

Applied Physical Sciences Lecturer Grade II/Senior Lecturer or Principal Lecturer (2 posts)

One post in School of Applied Chemistry, one in School of Materials; candidates for principal lectureship must demonstrate ability to provide relevant research and/or consultancy.

Computer Science Lecturer Grade II/Senior Lecturer (2 posts)

Preferred computer scientists with expertise in systems methodology, theoretical computer science, software engineering, hardware engineering; other specialisms will also be considered.

Geography Lecturer Grade II/Senior Lecturer

With interests in environmental and resource management and a willingness to work in an area of human geography.

Mathematics Lecturer Grade II/Senior Lecturer (1 post)

Preferred expertise in signal processing or aspects of communication theory.

Statistics and Operational Research Lecturer Grade II/Senior Lecturer or Principal Lecturer (1 post)

Candidates for principal lectureship must demonstrate ability to promote course development and research/consultancy in an applications oriented environment.

Business and Management Studies Lecturer Grade II/Senior Lecturer or Principal Lecturer (3 posts)

Recent professional executive experience, preferably involving the application of information technology in a business environment able to cover the following:

- Accounting/financial management background relevant to teaching business studies and management.

- Personnel management with industrial relations background and preferably membership of I.P.M.

- A specialist in any one of behavioural and organisation studies, operations management in manufacturing and service industries, materials management, public sector management, business policy, marketing. Additionally required to demonstrate ability to mount short courses and promote consultancy.

Salary Scales: Principal Lecturer £13,095-£16,487

Senior Lecturer £11,775-£14,061

Lecturer Grade II £7,548-£12,099

Pay award due 1 April 1985.

Further particulars of each post available from the Personnel Office, Coventry (Lanchester) Polytechnic, Priory Street, Coventry, CV1 5PB.

Tel: 0243 34166 (ext. 352).

Closing date: 25 March 1985.

OXFORD POLYTECHNIC Ref: EMO DEPARTMENT OF ESTATE MANAGEMENT Lecturer/Senior Lecturer in Planning and Development

Applications are invited from suitably qualified persons for this post. The person appointed will be experienced in teaching planning concepts and procedures to estate management undergraduates and also participate in lectures on the development process. The emphasis is on the planning process as perceived by the Surveyor in private practice. Ideally applicants will possess qualifications and experience in both Planning and Estate Management and a strong research interest in at least one of these areas.

Salary scale: L1 £7,548 - £12,099 SL £11,775 - £14,061

Applications forms and further details available from the Staffing Office, Oxford Polytechnic, Gypsy Lane, Headington, Oxford OX3 0BP. Telephone Oxford (0845) 64777 ext 384. Closing date for applications is 12th March 1985.

READVERTISEMENT (020028)

Coventry (Lanchester) Polytechnic

Department of Computer Science

RESEARCH ASSISTANT (2 posts)

£5,910-£7,734

Pay award due 1st April 1985

Required to work on aspects of distributed simulation problems. One applicant will be required for work on heat models and their relationship to cardiac pacing; the other for work on the supporting software and hardware.

Applicants will be for two years. A postgraduate with a possible extension to three years. A postgraduate with a possible extension to three years. A postgraduate with a possible extension to three years.

Further particulars from the Personnel Office, Coventry (Lanchester) Polytechnic, Priory Street, Coventry, CV1 5PB.

Tel: 0243 34166 (ext. 34166).

Closing date Friday 29th March 1985.

An Equal Opportunity Employer.

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Equal Opportunity Employer.

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Equal Opportunity Employer.

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The Polytechnic of North London Academic Registry

ASSISTANT ACADEMIC REGISTRAR

Applications are invited from suitably qualified persons for the post of Assistant Academic Registrar to take responsibility for the work of the Polytechnic Academic Standards Committee. The successful candidate will be responsible for the maintenance of academic standards, monitoring of admissions procedures and student progress. In addition to committee servicing the successful candidate will be involved in advising students and administrative staff on procedures for course development and review, liaising with external validation bodies and preparing papers on matters relating to the maintenance of academic standards.

The job demands excellent communication skills, considerable organisational ability and attention to detail. The successful candidate will be able to read and summarise complex documentation (often at short notice) and a high degree of tact and diplomacy. The successful candidate is likely to be a graduate, with some experience of working with validation procedures both at institutional and national levels.

The post is on M100 salary scale: £7,548 to £11,446 plus London Allowance of £1,415.

Further details and application form available from The Personnel Office, The Polytechnic of North London, Holloway Road, London N1 8UB. Tel: 01-267 1785.

Closing date for receipt of applications: March 19th 1985. (52496)

Courses

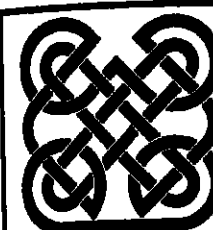
NAPE National Association for Primary Education

ORIENTING TO PRIMARY WORK

A residential course 31st March - 4th April 1985 at Worcester College of Higher Education for teacher education trainees being required to change from Secondary work.

Details from: Dan Wickstead, Worcester College of Higher Education, Handwick Grove, Worcester WR2 6AL.

Colleges and Institutes of Higher Education continued



West Glamorgan Institute of Higher Education, Swansea

ATHROFA GORLLEWIN MORGANNWG Faculty of Business Administration Head of the School of Business (Principal Lecturer)

Applicants are invited from suitably qualified candidates for the above post. Candidates should possess an honours degree in Business or an allied field and should have wide commercial/industrial experience. Possession of a higher degree and a knowledge of CNAIA would be an advantage. The successful applicant will be responsible for the development and control of a range of advanced courses including professional, undergraduate and postgraduate provision. The successful applicant should have a knowledge of the application of IT to the business world.

Faculty of Electrical Engineering Head of the School of Electrical Engineering (Principal Lecturer)

Applicants are invited from good honours graduates in Electrical/Electronic Engineering. The successful candidate will be responsible for developing courses in Computer Aided Engineering at an advanced level. Applicants should have wide industrial experience at CAD and its industrial application. The possession of a higher degree and an interest in research would be an advantage as well as a knowledge of CNAIA.

Faculty of Information Studies Head of School of Business Informatics (Principal Lecturer) - Re-advertisement

Applicants are invited from good honours graduates in Finance, Marketing, Production or related disciplines. The successful candidate should possess a higher degree and a research/consultancy background would be advantageous. The Institute is seeking a person with wide industrial and commercial background including the use of Information Technology in the commercial environment. A knowledge of CNAIA is desirable as well as a commitment to the development of high level courses.

Salary Scale: Principal Lecturer £13,095-£16,487.

Application forms and further details can be obtained from the Principal, West Glamorgan Institute of Higher Education, Townhill, Swansea SA2 0UT. Please enclose SAE.

(020033)

LIVERPOOL INSTITUTE OF HIGHER EDUCATION (Christ's and Notre Dame College and S. Katharine's College)

Applications are invited for the following academic appointments:

LECTURER IN PROFESSIONAL STUDIES IN EDUCATION (2 posts)

Applicants must be qualified teachers with recent successful teaching experience in Primary Schools, preferably at Infant or lower junior level, and have advanced qualifications in Education. The posts cover both B.Ed and P.G.C.E. professional work.

LECTURER IN COMPUTER STUDIES (2 posts)

One appointment will be made in the field of Computer Education, and for this recent teaching experience is required. For the second post, preference will be given to applicants with experience in commercial systems.

LECTURER IN SOCIOLOGY

Applicants should be qualified to teach at all levels of the B.A. (General) with Honours degrees, but a particular interest in race relations and multi-cultural education would be an advantage. The appointments will be at an appropriate point on the Lecturer's Scale, currently £7,468-£14,061 p.a.

Further details about the posts are available from the Rector, Liverpool Institute of Higher Education, Stand Park Road, P.O. Box 6, Liverpool, L18 5JD, to whom letters of application should be submitted within two weeks of date of publication of the advertisement.

(020024)

West Glamorgan Institute of Higher Education, Swansea

ATHROFA GORLLEWIN MORGANNWG Faculty of Business Administration Lecturer II: Nursing Studies

Applicants are invited from professionally qualified candidates to be responsible for the Diploma in Nursing and other ancillary health courses. The successful candidate will be responsible for the theory, practice and the evaluation of Nursing. Applicants should be experienced Nurse-Tutors in possession of a degree and teaching experience would be an advantage.

Salary: Lecturer II £7,548-£12,099

Faculty of Information Studies Lecturer I: Mathematics

Applicants are invited from well qualified graduates in Mathematics. The successful candidate, who will be based in the School of Quantitative Studies, will be responsible for the teaching of Mathematics across a range of courses including advanced level courses. The possession of a higher degree would be an advantage as well as an interest in research. Previous teaching experience would also be desirable.

Salary: Lecturer I £5,910-£10,512

Application forms and further details can be obtained from the Principal, West Glamorgan Institute of Higher Education, Townhill Road, Swansea SA2 0UT. Please enclose S.A.E.

(020031)

Education Department DIRECTOR OF BEDFORD COLLEGE OF HIGHER EDUCATION

Re-advertisement - Previous applicants will be reconsidered. Required from 1st September 1985 or as soon as possible thereafter.

The College has a wide range of full-time and part-time courses at both advanced and non-advanced levels, including CNAIA and BTEC validated courses, in agriculture and horticulture, building, business studies, catering, education, engineering, health studies, human movement studies, mathematics, computing and secretarial studies.

Applicants should have teaching and administrative experience at a senior level in addition to managerial skills of a high order.

The College is in Group 9 and the salary is currently £26,175.

Application forms and further details are obtainable from the Chief Education Officer (reference FEC1), County Hall, Bedford MK42 8AP.

Closing date 29th March 1985.

The Council is an Equal Opportunity Employer.

(020058)

Bedfordshire



The Computer Centre
Post 1 Principal Technician £7806 to £9396
Post 2 Technician £6204 to £8544

Slough College has an expanding Computer Centre with two supernumary computers and a wide range of micro-computers. The College is seeking two technicians to assist with the repair, maintenance and installation of micro-computing equipment. The applicants should be suitably qualified in electronics. Relevant experience and some software knowledge is sought.

For further details please contact Slough 34585 or write to:

The Chief Administrative Officer, Slough College of Higher Education, Wellington Street, Slough SL1 1YC.

An equal opportunities employer.

Slough College

Chelmer-Essex Institute of Higher Education DANBURY PARK MANAGEMENT CENTRE

Danbury Park, with outstanding facilities including 76 study bedrooms, will open on 1st September, 1985, as a self-funding centre for senior management education and training. It will employ a small core of full-time staff co-ordinating a large number of Visiting Consultants and Fellows. Applications are sought for the post of

DIRECTOR OF THE CENTRE AND

ASSISTANT DIRECTOR OF THE INSTITUTE

Salary: fixed point within the range £19,515-£20,502

To be responsible to the Director of the Institute for the development and the operation of the Centre. The post gives considerable scope for entrepreneurial flair. Substantial experience of senior management education and training in the private and/or public sector and a proven managerial record at a senior level are essential.

From 1st September, 1985, the Institute will be renamed the Essex Institute of Higher Education.

Closing date for applications: 18th March, 1985.

Re-advertisement - previous applicants will be re-considered if they so wish.

For further details contact the Personnel Officer, Chelmer (Essex) Institute of Higher Education, Victoria Road South, Chelmsford, Essex CM1 1LL, or telephone (0245) 354491.

ESSEX County Council

ST. MARY'S COLLEGE Strawberry Hill, Twickenham

St. Mary's is a Roman Catholic College of Higher Education and offers undergraduate courses leading to two-subject BA, BEd and BSc Honours degrees of the University of Surrey, as well as to a variety of postgraduate courses. Currently, courses leading to University of London qualifications are being phased out. The College has about 1,200 students of whom approximately half are registered for BA/BSc degrees and half for the BEd degree.

Applications are invited for the following posts. All appointments will date from September 1985.

Whilst applicants must meet the specific requirements outlined below, recent successful school teaching experience, especially at primary level, and/or successful relevant employment outside the educational system would be advantageous.

PRINCIPAL LECTURER IN CHEMISTRY to lead the Department.

LECTURER (LII/SL) IN BIOLOGY Applicants should be able to contribute in general to undergraduate Biology courses and take special responsibility for Animal Physiology.

LECTURER (LII/SL) IN HISTORY Applicants should have specialised in Modern History, have a developed interest in twentieth century British History and be able to offer a special study within that period. An interest in imperialism or industrialisation would be advantageous.

Closing date for receipt of applications: Friday 22nd March 1985.

Further details from: The Principal, St. Mary's College, Strawberry Hill, Twickenham, Middlesex TW1 4EX.

(020772)

THE DORSET INSTITUTE OF HIGHER EDUCATION DEPARTMENT OF ENGINEERING

Lecturer II/SL in Production Engineering

Applications are invited from well-qualified candidates for a lectureship in Production Engineering and Production Management. The successful candidate will be required to teach on Engineering Courses from BTEC HNC to Degree level. An interest and/or recent experience in computer applications in this field will be an advantage.

Salary scale: £7,548 - £12,099/£11,775 - £14,061

Closing date: 22 March 1985.

Further details and application form from: The Director (ref: THE515), Dorset Inst. of Higher Education, Walldown Rd., Poole, Dorset. Tel: (0202) 824111 ext. 24.

(020028)

FOR DETAILS OF ADVERTISING IN THE H.E.S.

PLEASE RING JANE MCFARLANE

01-253 3000 EXTN. 233

Colleges and Institutes of Higher Education continued

Colleg y Drindod, Caerlyrdin Trinity College, Carmarthen

Post of DEPUTY-PRINCIPAL

The College Council is seeking to appoint, for 1st September, 1985, a Deputy-Principal who is a communicant member of the Church in Wales or a church in full communion with it.

Applicants must possess good academic qualifications and have teaching experience in schools and establishments of higher education. Proven administrative ability is also desirable. The candidates must be fluent in the Welsh language.

Further particulars may be obtained from the Principal to whom a LETTER OF APPLICATION, a full CURRICULUM VITAE and the names of two referees should be forwarded by 23rd MARCH 1985. Trinity College, Carmarthen, Dyfed SA31 3EP. Tel: (0267) 237971. (020044)

Colleg y Drindod, Caerlyrdin Trinity College, Carmarthen

Applications are invited for the post of HEAD OF ENGLISH DEPARTMENT (Principal Lecturer)

to commence duties on 1st September, 1985, from graduates with a good Honours and, if possible, a Higher Degree, and with successful experience of teaching, preferably in Primary Schools.

Applicants must be able to offer an area of English Literature as a specialised field and be able to contribute to B.Ed and B.A. Degree courses.

Further particulars may be obtained from the PRINCIPAL to whom a LETTER OF APPLICATION, a full CURRICULUM VITAE and the names of two referees should be forwarded by 23rd MARCH 1985. Trinity College, Carmarthen, Dyfed SA31 3EP. Tel: (0267) 237971. (020045)

Christ Church College of Higher Education Canterbury

Required for the beginning of the Autumn term 1985.

LECTURER/ SENIOR LECTURER IN MOVEMENT STUDIES

to contribute to undergraduate courses in human movement and physical education. The ability to offer the physiology of exercise and one or more of the following areas would be an advantage: swimming, skiing, hockey and tennis. The Department makes a substantial contribution to courses for training primary school teachers.

LECTURER/ SENIOR LECTURER IN PRIMARY EDUCATION

Applications are invited from experienced primary school teachers with relevant qualifications at higher degree level, to contribute to the Department of Education. The successful candidate will be expected to work as a member of a team of tutors preparing students on a B.Ed. Degree course to work in primary schools and to contribute to degree courses for teachers.

Salary scale: Lecturer £14,500 - £17,500 p.a. (020046)

King Alfred's College Winchester

LECTURER IN HUMAN MOVEMENT STUDIES (PRIMARY) LECTURERS IN PROFESSIONAL STUDIES (PRIMARY) (Two posts)

Applications are invited from qualified graduates with sound and recent experience in the Primary School for appointment from 1st September, 1985 to the above posts. The successful candidates will contribute to the Primary School and to the Department of Education. The successful candidate will be expected to work as a member of a team of tutors preparing students on a B.Ed. Degree course to work in primary schools and to contribute to degree courses for teachers.

Salary: Lecturer £14,500 - £17,500 p.a. (020047)

Luton College of Higher Education Bedfordshire Education Service

Required as soon as possible (if advertisement possible) **SENIOR LECTURER/ PRINCIPAL LECTURER IN INFORMATION SYSTEMS**

and Deputy to the Director of the Computer Centre.

This is a new post of senior importance in the further development of the computer network in the college. The successful candidate will be expected to work in a team with the Director of the Computer Centre and to contribute to the development of the network.

Salary: £14,500 - £17,500 p.a. (020048)

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

Industry and Commerce

MANAGER AND SENIOR TUTOR

High Technology Open Learning Centre To £20,000 + car Home Counties

A major British industrial Group operating internationally over a wide range of advanced technology is introducing Open Learning opportunities for technical personnel at its many sites.

A Manager and a Senior Tutor are urgently required to set up a Group Open Learning Centre and implement this exciting new project. After undertaking the challenges of identifying Company needs and evaluating the suitability of available Open Learning methods and materials, they will be responsible for developing the entire programme as well as the exercise of the tutorial function.

The successful applicants will have advanced level knowledge of Electronics or Computing Science, with, ideally, state of the art familiarity with a topic such as signal processing, VLSI design, silicon technology, robotics, microwave or real time engineering. They are likely to be graduates and will show the ability to impart high level technical knowledge coupled with a keen interest in Open Learning. They will have enthusiasm, persuasive ability and, preferably, be able to demonstrate some industrial exposure.

Starting salaries, dependent upon experience, will range up to - Manager: £20,000; Senior Tutor: £17,500. Car provided. Usual company benefits with relocation assistance where applicable.

Applications in confidence to J. M. Selby: PETER NIGHTINGALE ASSOCIATES LTD. Specialist Selection Consultants 16 Regency Street, London SW1P 4DD. Tel: 01-821 0229 (or evenings 0621 52510).

Conferences & Seminars

UNIVERSITY OF LONDON GOLDSMITHS' COLLEGE

QUALITATIVE METHODOLOGY IN SOCIOLOGY

1-day Conference on Friday, 22nd March 2.00 p.m. to 6.00 p.m.

Speakers: Dr J.M. Atkinson (Wolfson College, Oxford) Professor Muriel Cantor (American University, Washington D.C.) Also: James Curran, David Silverman, Gerry Stinson.

Fee: £5.50 (Full-time students, unwaged £2.00)

Tickets and further details from: Secretary, Sociology Department (Tel: 692 7171, ext. 2046). Limited number at door.

In the Science Lecture Theatre, Goldsmiths' College, Lewisham Way, New Cross, London SE14 6NW. (020038)

Research and Studentships

POSTGRADUATE AWARDS 1985/86

ATTENTION ALL GRADUATES AND GRADUATES ARE YOU INTERESTED IN POSTGRADUATE STUDY OR RESEARCH?

The Department of Education for Northern Ireland (DENI) is offering a limited number of awards for full-time postgraduate study or research in the following areas: Education, Social Science, and the Arts. The awards are available to graduates of the University of Northern Ireland or to graduates of other universities who have been awarded a first class honours degree. The awards are available to graduates of the University of Northern Ireland or to graduates of other universities who have been awarded a first class honours degree. The awards are available to graduates of the University of Northern Ireland or to graduates of other universities who have been awarded a first class honours degree.

For further details and application forms, please contact the Director of Postgraduate Studies, DENI, 100 Victoria Road, Belfast BT7 1AA. Tel: 0181 274 1111. (020039)

ECONOMIC AND SOCIAL RESEARCH COUNCIL POSTGRADUATE STUDENTSHIPS 1985

STUDENTSHIPS FOR ADVANCED COURSES AND RESEARCH TRAINING IN THE SOCIAL SCIENCES

STUDENTSHIP COMPETITION SCHEME

Awards under this scheme are given to the best qualified individual applicants in a competition which covers all the subjects in the Council's remit and both advanced courses and research training. Application forms (from ESRC) are available from social science departments of universities or polytechnics or from the ESRC (see below). The closing date for applications is 1 May.

COMMITTEE AWARDS SCHEME

Awards are allocated under this scheme to departments. The departments concerned then nominate candidates to hold the awards. Information on the allocation of Committee Awards to courses for the 1986/87 academic year is now available; the nomination closing date for these is 1 June. Committee Awards for Linked and Collaborative research training will be announced in early May; the nomination closing date for these is 1 July. In both cases the department holding the award should be contacted direct.

DOCTORAL PROGRAMME AWARDS

Beginning this year, ESRC has introduced at a limited number of institutions this new form of research training award. Doctoral Programmes supported by ESRC put greater emphasis on provision of training through coursework elements particularly in the first year of study. Nomination procedures and closing date will be as for Committee research awards with a closing date of 1 July; further information available as above below.

Candidates for all these types of ESRC studentship must meet the eligibility requirements set out in the ESRC Studentship Handbook 1985. The Handbook also gives further information on studentships, and Supplements to it give a list of the allocation of Committee Awards and Doctoral Programme Awards to each institution (see above). Copies of the Handbook and Supplements are held by University and Polytechnic Careers Advisory Services, Libraries and Social Science departments, or are available from:

Postgraduate Training Division, ESRC, 1 Temple Avenue, London EC4V 0BD. Tel: 01-353 5252. (020040)

university college of swansea

Research Studentships

Applications are invited from suitably qualified graduates, or those expected to graduate at the end of the academic year, for research studentships towards M.Sc. or Ph.D. degrees in the following Departments of the University College: HISTORY (19th Century British) (Professor Shannon); CHEMISTRY (Professor R. J. W. Williams); GEOGRAPHY and MEDICAL SCIENCES (Professor Symons); TRANSPORT STUDIES (Professor Symons); CHEMISTRY (Dr. K. Smith); CIVIL ENGINEERING (Professor Zienkiewicz); CIVIL ENGINEERING (Numerical modelling and Design) (with Electrical Engineering Department) (Mr. Middleton); ROYAL SOCIETY RESEARCH UNIT (Dr. Brunton); PHYSICS (Professor D. H. Evans); MECHANICAL ENGINEERING (Dr. Parker); DR. ROSS (Investigation of the aerodynamic characteristics of a car body) (Dr. J. R. Parker); and the research programme in the Department of Electrical Engineering, University of Southampton SO9 5NH, Tel: 0703 53123, Ext. 3740. (020041)

The Northern College For Residential Adult Education

POST OF RESEARCH OFFICER

The College wishes to appoint a Research Officer to the Centre for Research in Social and Educational Studies. The successful candidate will be responsible for the development of research projects, the supervision of research students, and the publication of research findings. The successful candidate will be expected to work in a team with the Director of the Centre for Research in Social and Educational Studies and to contribute to the development of the Centre.

Salary: £14,500 - £17,500 p.a. (020042)

Research & Studentships continued

Queen Mary College (University of London)

Department of Computer Science

RESEARCH ASSISTANTS

Applications are invited for 2 posts as Research Assistant to participate in a project entitled 'Formal Aspects of Interactive Dialogues'. The project will investigate formal methods of specifying aspects of human-computer interaction, with particular emphasis on algebraic techniques. The formalisms developed will be used for specifying syntactic and semantic aspects of human-computer dialogues and for modelling the human user and the process of interaction.

Applicants should be qualified in theoretical computer science, preferably at Ph.D. level. A background in logic, philosophy, or linguistics might be an advantage.

The appointments, which are funded through the Alvey Directorate, will be for three years and the initial salary will be in the range £7,500 to £8,500 p.a. plus £1,500 London Allowance.

Written applications (2 copies) including CVs and the names of two referees should be submitted as soon as possible to the Assistant Personnel Officer, Queen Mary College, Mile End Road, London E1 4NS. Please quote ref: 85/177 TRHB. (52464) H11

University of Exeter

Department of Geography

RESEARCH STUDENTSHIPS IN HUMAN GEOGRAPHY

Applications are invited for the following postgraduate research opportunities:

1. The Department will nominate suitable candidates for ESRC studentships or a University of Exeter postgraduate award for research in:
- (i) Historical Geography
- (ii) Human Geography
- (iii) Physical Geography
- (iv) Regional Studies
- (v) Urban Studies
- (vi) Rural Geography and Planning
- (vii) Third World Geography
- (viii) Environmental Geography

Applicants should submit a written proposal, a CV, and the names of two referees to the Department of Geography, University of Exeter, Exeter EX4 4RJ. H11

Institute of Manpower Studies

TWO RESEARCH POSTS UP TO £17,000

IMS is an independent, international centre for work on labour market analysis, employment policy and manpower management. It employs 20 staff.

Two Research Fellows are sought to join an expanding team of research and advisory staff to carry out commission research in the public and private sectors. The senior research will become responsible for originating and directing research. The junior research will assist in the development of research projects, the opportunity to publish research is available.

Applicants should have experience in employment research and a postgraduate qualification in labour economics, education or training studies. Indus, technical, scientific studies or industrial relations would be an advantage.

Starting salaries up to £17,000 for the senior post, £13,000 for the junior post. The successful candidate will be considered for particularly relevant research, training, and management arrangements are possible.

Applications (by 31st April) to: Carol Reid, IMS, Mansfield Building, University of York, York YO1 5DD. Tel: 0473 687671, (05498)

Brunei University

POSTGRADUATE RESEARCH IN SOCIO-LEGAL STUDIES AND LAW

The Law Department at Brunei University invites applications for postgraduate research in law and socio-legal studies from suitably qualified graduates. The successful candidate will be expected to work in a team with the Director of the Department and to contribute to the development of the Department.

Applicants should submit a written proposal, a CV, and the names of two referees to the Department of Law, Brunei University, Uxbridge, Middlesex UB8 3PH. Tel: 0181 608 5541, (05498) H11

UMIST

Department of Management Studies

RESEARCH OFFICER

This is a career post for a research officer to develop and coordinate research in the Department of Management Studies. The successful candidate will be expected to work in a team with the Director of the Department and to contribute to the development of the Department.

Applicants should submit a written proposal, a CV, and the names of two referees to the Department of Management Studies, UMIST, Oxford Road, Manchester M6 6PU. Tel: 061 275 3441, (05498) H11

South Devon College of Arts & Technology Devon

Business Studies Department

SENIOR LECTURER IN DEVELOPMENT ADMINISTRATION

Applications are invited for a Senior Lecturer in Development Administration to the Business Studies Department. The successful candidate will be expected to work in a team with the Director of the Department and to contribute to the development of the Department.

Applicants should submit a written proposal, a CV, and the names of two referees to the Business Studies Department, South Devon College of Arts & Technology, Newton Abbot, Devon TQ9 6BA. Tel: 01626 35441, (05498) H11

PLEASE MENTION THE T.H.E.S. WHEN REPLYING TO ADVERTISEMENTS

Examiners

EXAMINATIONS OFFICER

Milton Keynes - £17,000

The Examinations Officer is responsible for:

- * organising the conduct of the Institute's examinations, for which there are four sessions each year, involving in all some 11,000 candidates
- * development work in the examinations field, particularly objective testing.

Applications, marking and results are processed by computer.

The appointment calls for a mature graduate with considerable experience of large scale examinations. Knowledge of accountancy is not essential, provided that there is an ability speedily to absorb such technical knowledge as is necessary to deal competently with examiners and draft examination papers. The Examinations Officer must be able to communicate effectively both orally and in writing.

The appointment is based at the Institute's new offices in Milton Keynes. Starting salary from £17,000.

Please write or phone for application form to:

Sue Critchlow, The Institute of Chartered Accountants in England and Wales, P.O. Box 443, Moorgate Place, London, EC2P 2BJ. Tel: 01-628 7080. (020030)

General Vacancies

DEPARTMENT OF EDUCATION AND SCIENCE HM INSPECTORS OF SCHOOLS TEACHER TRAINING

Applications are invited from men and women, preferably aged between 35 and 45, for appointment in England as HM Inspectors concerned with both initial and in-service training. HMI inspect educational institutions as part of both general and specialist assignments and provide advice to the Department and throughout the education system.

Candidates should have appropriate qualifications and varied experience in teaching in schools as well as in teacher training in higher education. Those with experience in the fields of mathematics, geography or special education will be particularly welcome. Of particular interest also would be experience in the design and management of teacher education courses, and with senior management decision making in the context of higher education.

Starting salary is within the range £16,200-£21,800. Relocation expenses of up to £5,000 may be payable.

Application forms (to be returned as soon as possible and not later than 28 March 1985) and further information may be obtained from Mr E D Foster, Department of Education and Science, Elizabeth House, 28 York Road, London SE1 7PH. Telephone 01-834 0798/0799/0800. Please quote ref. 13/85. The Civil Service is an equal opportunity employer. (020031)

Secondary Education

WESTMINSTER SCHOOL

HEAD

Applications are invited for the post of Head which will become vacant from the 1st May 1986 following the retirement of Dr John Rao.

Further particulars and an Application Form are available from the Secretary to the Governing Body, Westminster School, c/o Messrs Lee Bolton and Lee, 1 The Sanctuary, Westminster, London SW1P 3JT.

Closing date for return of Application Forms: 30th March 1985. (020032)

Colleges of Further Education

Paddington College Inner London Education Authority

Department of Biological Science

25 Paddington Green, London W2

Tel: 01-402 6221

SENIOR LECTURER IN CELLULAR PATHOLOGY

Applications are invited for the post of Senior Lecturer in Cellular Pathology to be responsible for the teaching at Fellowship and HNC levels. The successful candidate will have responsibility for overseeing and developing the aspects of histopathology/cytology teaching throughout the department.

With an expected move of the department to the new premises within the next two years, the post offers an exciting challenge and opportunity for curriculum development at a time of change in M.L.S. education.

The person appointed must have relevant 'industrial' experience and appropriate professional qualifications, and will be joining a team of professional colleagues, to whom the other M.L.S. disciplines.

The successful applicant can expect to proceed to the extended Senior Lecturer salary scale.

The salary is in accordance with the Burmham (FE) award effective from 1st April 1985 at £11,175 - £13,125 (Bar) - £21,000 plus £1,038 inner London allowance.

Further details and application forms may be obtained from the Secretary to the Department (quoting reference 13/85) to whom completed applications should be returned by 22 March 1985.

This is a re-advertisement. Those who applied previously need not re-apply as their applications will automatically be considered on a paired basis.

This post is suitable for job share applications for a job share appointment will only be considered if submitted on a paired basis.

ILEA is an Equal Opportunities Employer. (55496) H11

Overseas

UNITED STATES Academic positions at universities, colleges and other institutions are regularly available in the United States. For information on subscriptions to the monthly Bulletin providing details on positions write to Overseas Academic Opportunities, 689 East 99th Street, Brooklyn, New York 11210, U.S.A. (54389) H15

Administration

VOLUNTARY SECTOR COUNSULTATIVE COUNCIL

A new body created by the Secretary of State for Education and Science to represent the views of 21 grant-aided colleges (mainly of Christian origin).

ADMINISTRATOR £7,803-£10,362

to work with the Secretary on policy, funding, research, and planning. Excellent opportunity for a graduate to establish a career in education administration.

SECRETARIAL ASSISTANT £6,486-£7,668

venue in office, skills, reception, minute-taking, writing to learn word-processing and simple computing (training provided). Short-hand not required. Suitable for a graduate or equivalent with an interest in education, or mature person, with suitable experience.

Further details and application form (to be returned by 28th March) from The Secretary, VSCC, 28 Marylebone Road, London NW1. Telephone 01-635 3725. (020033)

Secondary Education continued

University of Warwick

ADMINISTRATIVE ASSISTANT

Applications are invited for an Administrative Assistant to the Deputy Registrar. The successful candidate will have administrative, clerical, and typing experience. The successful candidate will be expected to work in a team with the Deputy Registrar and to contribute to the development of the Department.

Applicants should submit a written proposal, a CV, and the names of two referees to the Department of Administrative Services, University of Warwick, Coventry CV4 7AL. Tel: 0243 53441, (05498) H11

Christ's Hospital

The post of **DIRECTOR OF MUSIC** will become vacant at the end of the academic year on the retirement of the present Director. Inquiries about applications should be addressed to the Head Master, Christ's Hospital, Horsham, Sussex RH12 0YH. Tel: 0403 53441 from whom particulars and the application form may be obtained. (020034)

Administration continued

ilea Inner London Education Authority

Deputy Education Officer

(Further and Higher Education and Community Education and Careers)

Salary £28,563-£31,578
(including London Weighting)

Following the appointment of Dr. Philip Hunter as Chief Education Officer in Staffordshire, the Authority seeks to fill this post, which is one of three at Deputy Education Officer level.

The post calls for relevant experience in education administration at the highest level. The holder is directly responsible to the Education Officer for Further and Higher Education, for the Youth Service, Adult Education and the Careers Service, and will have responsibilities for 5 Polytechnics, 27 Colleges, 21 Adult Education Institutes and 82 Youth Centres in Inner London. The Deputy Education Officer (FHE/CEC) is a member of the senior management team which includes the Education Officer, the Chief Inspector, the Director of Finance and the other two Deputy Education Officers.

Further information on this post may be obtained by contacting Mr. D.G. Taylor, Head of Personnel Services Division on (01) 693 1986/2261.

Application forms together with job description may be obtained from Personnel Services Division (Ref: EO/Estab/1B), the County Hall, London SE1 7PB. Closing date for the return of applications is 29 March 1985.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER

St Albans College

Principal

Applications are invited for the post of Principal of this Group 5 College. The present Principal Mr. J.E. Cooper will be retiring at the end of August, and it is hoped that the successful candidate will be able to take up the appointment in September, 1985.

The College is situated in modern buildings on a pleasant site in Hatfield Road, St Albans, near to the town centre. It provides a very wide range of courses to meet the needs of local industry and commerce and is the centre for social, cultural and recreational activities in the area.

Applications, by letter should be submitted by 19 March to the County Education Officer (Ref: GHM), County Hall, Hertford, SG13 8DF, from whom further particulars are available.

(0202062)



Hertfordshire
County Council
An Equal Opportunity Employer

Overseas continued

KING SAUD UNIVERSITY
RIYADH, SAUDI ARABIA

COLLEGE OF ARTS

Academic appointments

Professors,
Associate Professors,
Assistant Professors

are available in the College of Arts, on one year renewable contracts, tenable from 27 July 1985.

Applicants should be Ph.D. holders and/or holders of academic titles from accredited universities.

The College of Arts (which is the language or instruction in ARABIC, except in the Department of English) has the following departments:

(1) Arabic (2) English (3) Geography (4) Social Studies (5) Mass Communications (6) History (7) Archaeology & Museology (8) Library Science.

Benefits include:

- * Tax free salaries (based on qualifications and experience).
- * Monthly transport allowance.
- * Relocation allowance.
- * Free furnished accommodation or housing and furniture allowance.
- * Free yearly return air tickets for incumbent and family.
- * Children's educational allowance (non Arabic speakers only).
- * Free medical/dental care covering family.
- * 60 days annual pre-paid leave.
- * End of service gratuity.

Application forms are available by writing to the following address, stating clearly the College to which you wish to apply, and where you saw the advert.

Ms Carmel Donnan
King Saud University Office
29 Belgrave Square
London SW1X 8QB

ONLY SUCCESSFUL APPLICANTS WILL BE NOTIFIED.

ROTARY SCHOLARSHIP TO THE
UNIVERSITY OF THE
WITWATERSRAND

Applications are invited for the 1986 scholarship tenable at The University of the Witwatersrand, Johannesburg.

The scholarship is open to graduates of the university in the United Kingdom irrespective of race, colour, creed or sex.

An applicant must be:
- acceptable to the University of the Witwatersrand for a postgraduate degree course (Masters or PhD);
- fluent in English;
- between 20 and 28 years of age.

The selection of the recipient will be based on a high standard of academic achievement. Since Rotary as a world wide organisation strives to better human relations, it is essential that the successful candidate be aware of his or her social environment both at home and when visiting South Africa.

A return air fare from the United Kingdom to South Africa, tuition and residence fees at the University of the Witwatersrand, and allowance for books and pocket money.

Application forms and further information available from The Bursaries Officer, University of the Witwatersrand, Private Bag 3, 2001 JOHANNESBURG, Republic of South Africa.

Closing date for acceptance of completed applications - 30 April 1985.

UNIVERSITY OF BOTSWANA

1. DEPARTMENT OF LANGUAGES & SOCIAL SCIENCES invites applications for a post of lecturer. A successful candidate should have a minimum qualification of a Master's degree in English and Education. A Ph.D. degree will be preferred. He will be expected to take language use lectures and tutorials for PGDE and B.Ed (Primary and Secondary) and other related courses as prescribed by the Head of Department. Experience in the use of Teaching Aids in Education will be an advantage.

2. DEPARTMENT OF STATISTICS invites applications for a post of lecturer. Minimum qualifications required will be a good Master's degree in Statistics with some teaching experience (preferably in applied Statistics) at University. Desirable: a Doctorate degree in Statistics, specialising in some applied Statistics area.

3. DOCUMENTALIST/RESEARCH FELLOW, NATIONAL INSTITUTE FOR RESEARCH

Qualifications: At least a B.A. in Social Sciences and MA degree in Information Sciences and Documentation or a degree in social sciences plus postgraduate qualification in Librarianship with experience in documentation and information science work. Knowledge of information systems planning and computerisation of documentation services and development studies will be an advantage.

Duties: Will be overall fellow in charge of documentation services at NTR. Will edit all Institute's publications, viz. research notes, conference proceedings, working papers, etc. Will supervise printing and computer units and train documentation staff of various institutions (including SADC countries) in relevant fields. Will be required to carry out both desk and field research work and undertake any extra assignments as may be required by the Institute's Director, e.g. analysing documents using the OECD macrothesaurus, compiling newspaper clippings, bibliographies, directories, etc.

4. DEPARTMENT OF PHYSICS: invites applications for the post of Lecturer.

Applicants should have at least an M.Sc. in Physics and preferably a Ph.D. in Physics. Experience in Environmental Physics and/or the Physics of Renewable Energy Resources would be an advantage.

The Department of Physics offers one major subject as part of a combined major B.Sc. programme. The appointee will be required to design and teach physics courses at all levels in the undergraduate programme, and to undertake research and such other duties as are prescribed by the Head of Department. The appointment is available from August 1, 1985.

SALARY: Lecturer P5668 - P16968

Closing date: March 30, 1985

In-addition expatriate staff are paid 30% contract addition and 25% gratuity payable at the end of contract.

All applications should be directed to: The Assistant Registrar (Staffing), University of Botswana, Private Bag 0022, Gaborone, Botswana.

O. M. GABORONE
ASSISTANT REGISTRAR (STAFFING)
February 6th, 1985

QUEENSLAND INSTITUTE OF
TECHNOLOGY
BRISBANE — AUSTRALIAHEAD — DEPARTMENT OF
ELECTRONIC SYSTEMS ENGINEERING

The Queensland Institute of Technology is a multi-disciplinary tertiary institution located near the centre of Brisbane. It has a student population approaching 8,000 drawn mainly from the populous south-east corner of Queensland. The Institute has a traditional School/Department structure which includes the School of Engineering, with five departments. This School offers a wide range of professional engineering qualifications, from Master of Engineering to Associate Diplomas. The Department of Electronic Systems Engineering has been established in the School to take over responsibility for the increasingly important area of electronics from the existing Department of Electrical Engineering. This newly formed department will have an establishment of some 22 academic and support staff, will be responsible for Masters, Bachelor and Associate Diploma programmes and jointly responsible with the School of Computing Studies for a double degree programme in Electronics and Computing.

Applications are invited for the post of Head of this important new department, from persons with an appropriate higher degree (preferably by research) and experience both in tertiary teaching and (preferably) in industry. The person appointed will exhibit very high academic leadership and administrative ability. The appointee must demonstrate active interest in the development of electronic systems engineering, and a willingness to be involved extensively with the professions and industry. The appointee will be at Principal Lecturer level with an annual salary of \$443,929 per annum.

Further information may be obtained from the Personnel Manager, C.I.T., tel. (07) 223 2105.

Applications quoting 157/84 together with full details including telephone number and names and addresses of three referees to reach the Personnel Manager, C.I.T., GPO Box 2434, Brisbane, 4001, by January 18, 1984.

Overseas continued



THE NEW SOUTH WALES
INSTITUTE OF TECHNOLOGY
SYDNEY, AUSTRALIA
Equal Employment Opportunity
is Institute Policy

FACULTY OF ARCHITECTURE
AND BUILDING
SCHOOL OF BUILDING STUDIES

ASSOCIATE HEAD

Salary \$448,462 p.a.

The position of Associate Head, School of Building Studies, will become vacant on the retirement of the current Associate Head, Dr. D. Ferry, in 1985.

The School of Building Studies and the School of Architecture form the Faculty of Architecture and Building. The School of Building Studies offers a Building Degree, a Quantity Surveying Degree, and a Graduate Diploma in Urban Estate Management. Furthermore there are a number of Masters Degrees (by thesis) students enrolled. The School expects to offer a Graduate Diploma in Project Management in 1986. From 1986 the undergraduate courses will be available as either six year part-time or two years full-time plus two years part-time attendance. The School engages in teaching, research and consulting in the full range of non-design aspects associated with the development of new projects and management of completed buildings and property. The main disciplinary areas encompassed are management, economics and law, together with considerable emphasis on the technology of buildings.

The Associate Head will work together with the Head of School in managing the activities of the School and in providing leadership and academic guidance in the future development of the School's activities. It is expected that the Associate Head will be course leader of the Quantity Surveying Degree and the Graduate Diploma in Urban Estate Management. Applicants should possess a higher degree, preferably at doctoral level, and should hold professional qualifications in either Quantity Surveying or Urban Estate Management, with a demonstrable interest in the other discipline. In addition, it is expected that the successful applicant will have contributed to his/her discipline through appropriate publications and research and will have had a significant period of involvement in industry or education at a senior level.

Appointments to these positions will normally be with tenure (i.e. continuous employment until the age of retirement). Appointment with tenure is subject to a medical examination and usually carries with it an obligation to contribute to superannuation. Alternatively, the opportunity exists to be appointed by way of a three (3) year fixed term contract.

Overseas appointees will be expected to enter into a service agreement to remain with the Institute for a minimum of three (3) years.

Fees and a contribution toward removal expenses are provided for overseas appointees. A housing loan scheme is also available. With consent of Council, academic staff are permitted to undertake limited consulting work.

Preliminary enquiries in the U.K. may be made to the Head of School, Dr. V. Ireland, between mid-March and the end of April, at the Department of Construction Management, University of Reading, (0734-875123 Ext. 7240). An information sheet for applicants is available from the address below.

Closing date Monday 6th May, 1985.

Applications should include full details of academic and professional background. The names and addresses of three referees, from whom confidential reports may be obtained, should be included. In reply please quote reference No. 85/029 and forward to:

The Director
N.S.W. Government Office,
65 Street
LONDON, WC2N 5LZ

English Lecturer
c. £16,000 Overseas

Our client anticipates securing a new long-term contract shortly in the Middle East for which an experienced lecturer will be required, teaching English to Arab nationals. Candidates must have at least 3 years teaching experience, possess a degree in English/Linguistics plus a Certificate of Education and/or TEFL Certificate.

Previous overseas experience and an ability to converse in Arabic would be a major advantage to applicants. An age limit of 50 will be strictly applied.

Applicants should apply with a concise but comprehensive C.V. to: The Confidential Reply Manager, Ref 831, T.G. Scott & Sons Limited, 30/32 Southampton Street, London WC2E 7HR.

Applications will be forwarded to our client direct and treated, in the strictest confidence, therefore companies in which you are not interested should be listed separately.

KENYATTA UNIVERSITY COLLEGE

Applications are invited for the following posts:-

PROFESSOR —
FINE ART DEPARTMENT —
KAC/2/85/6

Applicants must have a good postgraduate degree in Art with specialization in at least three of the following: Painting, Graphics, Textiles, Ceramics, Sculpture, Art Education, Art History/ Appreciation.

They must have considerable teaching experience at University level plus evidence of professional contribution to art through artistic production and/or publication. They must have ability to direct research, plan, initiate and execute new teaching programmes for both undergraduate and postgraduate students. The applicants should preferably have experience in running of a university department.

Applications must include copies of certificates, testimonials and photographic samples of the candidate's original artwork.

SENIOR LECTURER —
FINE ART DEPARTMENT —
KAC/2/85/7

Applicants must have a good postgraduate degree in Art with specialization in two or more of the following: Painting, Graphics, Textiles, Ceramics, Sculpture, Art Education, Art History/ Appreciation.

They must have considerable experience in teaching both undergraduate and postgraduate students at University level.

They must have proven evidence of professional contribution to art through artistic production and/or publication.

Applications must include copies of certificates, testimonials and photographic samples of candidates original artwork.

LECTURER —
HOME ECONOMICS
DEPARTMENT
(2 POSTS) — KAC/2/85/8

Applicants should have a minimum of Master degree in either Home Management, Foods and Nutrition or Clothing and Textiles. They must also have a minimum of three years teaching experience at the university level.

The successful candidates will be expected to teach undergraduate students and also supervise students in Home Management Residence as well as teaching practice.

Preference will be given to candidates who will have evidence of professional growth through professional involvement within the department, outside the department and through research involvement.

Terms of Service include membership of Senior Staff Superannuation Fund or FSSU and a non-contributory medical scheme, subsidised housing and/or a generous housing allowance.

Applications (6 copies) giving full details of age, marital status, educational qualifications, experience, present post, salary, copies of certificates, samples of selected publications (which must be enclosed) and names and addresses of three academic referees should be addressed to:-

The Registrar,
Kenya University College,
P.O. Box 43844,
NAIROBI.

SALARY SCALES:

PROFESSOR — K25,940 x K2180-K8,200 per annum.
SENIOR LECTURER — K3,760 x K2150 — K25,400 per annum.
LECTURER — K2,772 x K2108 — K3,204,
K23,300 x K2150 — K24,350 per annum. (0202014)

Post
Overseas
JapanLecturer in English Language
and Literature
Shinshu University, Matsumoto

Duties: to lecture on English and American Literature and English Language and Linguistics.
Qualifications: candidates must be British, UK qualified with a first degree (preferably in English) and PhD, published articles and at least 2 years' teaching experience, RSA Dip. TEFL or PGCE TEFL, highly desirable.
Salary: local salary in range of £2,865,000-£5,592,000 p.a. according to qualifications and experience (E1 = £284) plus sterling subsidy 22% p.a.
Benefits: local allowance including annual bonus, medical scheme, fares and baggage.
Contract: 2-year local contract, guaranteed by the British Council, commencing April 1986 or as soon as possible thereafter.
Closing date for applications: Friday 22nd March.
References: 6 x 100 Tds.

For further details and an application form, please write, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 85-91 Tottenham Court Road, London W1P 0DT.

(020959)

The
British
Council



Western Australian
Institute of Technology

Tenured Principal Lecturer
MECHANICAL ENGINEERING

Salary (Aust) \$43,929 pa

Applications are invited from mechanical engineers for the newly created position of Principal Lecturer in the Department of Mechanical Engineering within the School of Process Engineering.

The School comprises the Departments of Mechanical Engineering, Chemical Engineering and Metallurgy and is one of eight Schools in the Division of Engineering and Science. The School of Process Engineering offers professional degrees, graduate diplomas and masters degrees in engineering and metallurgy.

The appointee will be expected to lecture in areas of speciality and strengthen research and development activities within the Department by leading, innovating and being entrepreneurial in attracting industrial sponsored R & D contracts. A number of such contracts are expected to be in the field of hydraulic transport of solid materials.

A strong academic background, a record of scholarly achievement and research in Mechanical Engineering and experience in group leadership and project management are required. Preference will be given to applicants who can demonstrate a commitment to the development of programmes which excel in both teaching and research.

Salary: The salary of (Aust) \$43,929 will increase by (Aust) \$1,290 in April 1985.

Conditions include leave for appointee and family plus assistance with removal expenses, superannuation.
Applications: Details including the names and addresses of three referees should be submitted not later than 19 April to the Appointments Officer, Western Australian Institute of Technology, Kent Street, Bentley, Western Australia, 6102. A brochure containing further information may be obtained by Telex (WA 92925) or Cable (WANTTECH) citing "Appointments", position reference number and your return address.
When applying please quote Ref. No. 762 and Code HE5.

UNIVERSITY OF TUNIS

Invites applications for 20 posts of

Assistant,
Maitre Assistant,
Maitre de Conférences in English.

- 1) Specialities: British Social Studies, Literature, Applied Linguistics, E.S.P. Language.
- 2) Qualifications: PH.D. Post Graduate MA or equivalent (University Teaching Experience required)
- 3) Salary: Base of Scale 5,890 to 7,700 Tunisian Dinars
1 Tunisian Dinar = 1 Pound Sterling roughly.
- 4) Two year contract. Return passage for teacher and family, baggage allowance (arrival 50kg, departure 100kg).
- 5) Interviews for short-listed candidates in London from March 25th to March 31st, 1985 at the Tunisian Embassy.
- 6) Applications (with copies of Diplomas and three letters of recommendation and a photograph) to be sent to the Tunisian Embassy, 29 Princes Gate, London SW7.

(0202028)

UNIVERSITY OF CAPE TOWN

Centre for
Intergroup Studies
Senior Fellow

Applications on a contract basis of up to four years are invited, irrespective of race, sex or religion, for the above post as from 1 July 1985. The Fellow must have academic training and practical experience in conflict resolution, and will be involved in teaching and training programmes for promoting communication among conflicting groups.

Appointment will be made in the salary range R17 267 to R32 763 per annum, with an annual bonus of nearly one month's salary.

Applicants should submit a full curriculum vitae and the names and addresses of three referees not later than 30 March 1985 to the Director, Centre for Intergroup Studies, University of Cape Town, Rondebosch, 7700, South Africa (Tel (021) 65-4148, telex 87-21428) from whom further information can be obtained.

F3H 0642

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